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ABSTRACT

The guide contains sequential units of consumer and homemaking education instruction for grades 6-12. The units for each grade level build upon and expand concepts developed during the preceding level. Introductory material describes program goals, home economics offerings in Virginia secondary schools, and the development and use of the guide. A chart shows the organization (by units) of the program for grades 6-12. Each of the following family living areas of the guide contains an overview and six instructional units: Consumption of Goods and Services in the Family, Cultural Development in the Family, Individual Development in the Family, and Management in the Family. For each unit a grade level, teaching time (ranging from 3 to 12 weeks), means of evaluation, an objective, several specific concepts and their relation to home economics subject areas are given. Each specific concept is then presented with specific objectives, generalizations, statements of content, and a wide variety of suggested experiences for learning and evaluation. (Author/MS)

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GUIDE
FOR
CONSUMER AND HOMEMAKING EDUCATION
IN
VIRGINIA
SECONDARY
SCHOOLS

HOME ECONOMICS EDUCATION SERVICE • DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION • RICHMOND, VIRGINIA 23216

CE006205

GUIDE

for

Consumer and Homemaking Education Programs

in

Virginia Secondary Schools

Home Economics Education Service
Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

Foreword

Consumer and Homemaking Education helps youth and adults improve home environment and the quality of personal and family life. Home Economics, historically, has provided preparation for the vocation of homemaking. Consumer education is an important aspect of home economics as reemphasized by the Vocational Education Amendments of 1968.

Home Economics Education has two components: Consumer and Homemaking Education and Occupational Home Economics. This curriculum guide is devoted to the Consumer and Homemaking component.

Consumer and Homemaking Education takes on new dimensions as the current and future needs of the family change. Economic, social, and technological changes have produced a mobile population, new goods and services available in the homes, more leisure time, urbanization and a longer life expectancy.

Changes in social and cultural conditions and needs demand a flexible and up-to-date consumer and homemaking program. This enables each individual to make choices and decisions which are essential in solving new problems and in living a meaningful life. The development of the program for different levels of learning and for students from various socioeconomic strata is dependent upon the sound conceptual framework provided within the consumer and homemaking curriculum.

The consumer and homemaking program is concerned with the preparation of the student for the dual role of wage-earning and homemaking which increasingly emphasizes the need for early identification of abilities, skills and knowledge related to careers. Employability skills may well be affected by personal development in the areas of interpersonal relationships; consumer responsibility; the management of time, energy and family resources; and the availability of community resources. Specific subject-matter areas in consumer and homemaking serve as springboards for work in home economics-related occupations.

The four family living areas which form the structure for the Guide for Consumer and Homemaking Education Programs in Virginia Secondary Schools are:

Consumption of Goods and Services in the Family
Cultural Development in the Family
Individual Development in the Family
Management in the Family

Home economics subject-matter is an integral part of these four family living areas.

This curriculum guide has been designed to give maximum assistance to the Consumer and Homemaking teachers within the broad scope of the field of Home Economics and its place in the pattern of human living. The greatest challenge in Home Economics Education is in the building and strengthening of home power and those aspects which guide the individual in his achievement of successful living in the world of today with effective preparation for the world of tomorrow.

WOODROW W. WILKERSON, *Superintendent of Public Instruction*

GEORGE S. ORR, JR., *Director of Vocational Education*

NANCYE B. DEVIER, *State Supervisor, Home Economics Education*

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Virginia home economics teachers, local supervisors of home economics education, college teacher educators, members of the State staff, Home Economics Education Service, State Department of Education, school administrators, and students enrolled in Consumer and Homemaking classes contributed to the development of the *Guide for Consumer and Homemaking Education Programs*. Contributions include reacting to the proposed structure of the curriculum for the Consumer and Homemaking program, planning learning experiences, testing tentative materials with classes, making evaluations at various stages of development, and participating in curriculum workshops.

The *Guide* is the result of the time, effort, and interest of many persons who are dedicated to improvement of instruction in home and family living in Virginia. Special acknowledgement for dynamic leadership is expressed to the former State Supervisors, Home Economics Education, State Department of Education, Mrs. Rosa H. Loving and Miss Hazel D. Wilhoite, and the present State Supervisor, Mrs. Nancye B. Devier; to Miss Beth C. Jordan, Professor, Home Economics Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, who served as Curriculum Consultant; to the Assistant Supervisors, Home Economics Education, who guided the work of teacher groups in the development of the curriculum and provided valuable assistance in the construction of the *Guide;* to Miss Loula Connelly, Assistant Supervisor, who represented the Home Economics Education Service as coordinator of the project; to the college teacher educators; and to the local supervisors for their valuable contributions throughout the development of the *Guide*.

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Program Goals for Consumer and Homemaking Education

The program goals reflect underlying beliefs on which the instructional units in this *Guide* were developed. The nature and the content of consumer and homemaking education in Virginia are expressed in the statements which follow. The program:

—Provides preparation for the vocation of homemaking for youth and adults of both sexes with varying backgrounds and abilities.

—Contributes to homemaking abilities and the employability of youth and adults in the dual role of homemaker and wage earner.

—Encourages interest in home economics related occupations and home economics careers.

—Offers opportunity for students, after the recommended two years of the consumer and homemaking program, to elect specialized areas in home economics for concentrated study, according to interests and needs, or to enroll in occupational home economics.

—Develops consumer competence in the use of family resources.

—Develops competencies in intelligent consumer practices in the market place.

—Gives increasing emphasis to social and cultural conditions as related to the vocation of homemaking.

—Encourages students to use available community services which enhance family living and to stimulate interest in providing needed community services.

—Enables students to recognize and appreciate contributions different cultures make to family living.

—Helps students recognize the contributions of leisure activities to fostering individual development and enriching family living.

—Furthers realization of the important role of families in the development of individuals.

—Furthers physical, emotional, psychological, and aesthetic well-being of individuals and family members.

—Assists students in reaching their potential as individuals, as family members, as citizens, and as persons engaged in the world of work.

—Helps individuals consider and clarify own values in relation to family living.

—Furthers development of abilities in management of family resources to achieve goals important to individuals and families.

—Provides opportunities for critical thinking and decision-making in learning to meet management problems in the family.

Home Economics Education Offerings—Virginia Secondary Schools

Consumer and Homemaking I — Consumer and Homemaking I may be offered in grades 8, 9, 10, 11. Students should be scheduled with other students of a similar grade or maturity level.

Consumer and Homemaking II — Consumer and Homemaking II may be offered in grades 9, 10, 11, 12. Students should be scheduled with other students of a similar grade or maturity level.

AFTER TWO YEARS OF THE BASIC SEQUENTIAL HOME ECONOMICS OFFERING, STUDENTS MAY ELECT ONE OF THE FOLLOWING ADVANCED COURSES:

Consumer and Homemaking III—
Grades 10, 11, 12
(Prerequisite Consumer and
Homemaking I and II)

Consumer and Homemaking IV—
(offered in some schools)
Prerequisite Consumer and
Homemaking I, II, III
Grades 11 or 12

Home Economics—Specialized Areas

(Prerequisite Consumer—Homemaking I and II)

HE-SP Areas—Grades 10, 11, 12

Students select two specialized areas per year:
—Consumer Economics—Home Management
—Child Development
—Home Furnishing and Housing
—Marriage and the Family
—Food Management
—Clothing Management

Home Economics Occupations .

(Consumer and Homemaking I and II
strongly recommended as prerequisite)

—Food Services I, II
—Clothing Services I
—Child Care Services I, II
—Home and Institutional Services I, II
—Home Furnishing Services I, II

(The offering of Year II depends upon need and/or opportunity for advanced training)

Non-Sequential Home Economics Offerings (No prerequisite)

Consumer and Homemaking 6, 7 —Grade 6 and/or 7, for 18 weeks

Consumer and Homemaking—Family Living —One year for 12th grade students

HE-Pre-Occupational —Pre-Occupational Home Economics, grades 6, 7, 8, 9

Consumer and Homemaking Adap. —Consumer and Homemaking Courses Adapted, grades 6, 7, 8, 9

Legend:

HOME ECONOMICS—Total program, including consumer and homemaking courses, specialized area courses, and occupational courses.

CONSUMER AND HOMEMAKING—Offerings which prepare students for the vocation of homemaking, with emphasis on consumer problems.

CONSUMER AND HOMEMAKING—FAMILY LIVING—For boys and girls who have not been enrolled in the sequential offering.

HE—SP/AREAS—SPECIALIZED AREAS—Should embrace two areas of study, constituting one year's offering.

CONSUMER AND HOMEMAKING—ADAPTED—Consumer and Homemaking courses adapted to the needs of disadvantaged students.

HE—PRE-OCCUPATIONAL—Preparatory to occupational home economics courses; this course is designed for disadvantaged students.

HE—OCCUPATIONAL—Courses which prepare for employment in entry jobs using home economics knowledge and skills.

Development of the Guide

An analysis of a Statewide research study, *Young Women in Virginia*, and reference to current literature pertaining to problems and needs in family living provided bases for identification of four major areas in which family living problems occur. Curriculum committees determined that four family living areas should comprise the structure for the consumer and homemaking education program in Virginia; they are Consumption of Goods and Services in the Family, Cultural Development in the Family, Individual Development in the Family, and Management in the Family.

Home economics subject matter content which contributes to the development of competencies in each of the family living areas was proposed by curriculum committees. On the basis of a study of the needs of youth, content appropriate for each level of the consumer and homemaking program was designated. Selected groups of teachers examined the proposed content. On the basis of their study and observation of the needs of students in secondary schools and their families, modifications in content were suggested.

A schematic organization for each unit of instruction included concepts, specific objectives, generalizations planned in relation to the content, and learning experiences indicated in the specific objectives which were proposed by the consumer and homemaking teachers.

Throughout the curriculum development project, the program for each annual Home Economics Education Conference included information on the status of the project and involved approximately 600 teachers each year in plans for participation in successive phases of curriculum development. Other features of conference programs were current emphases in curriculum development, subject matter content, and problems of families in relation to the four family living areas.

Tentative drafts of curriculum materials were distributed at two annual Home Economics Education Conferences for try-out by consumer and homemaking teachers in the State. In each year of the try-out, more than three hundred fifty teachers reported results of try-outs and made recommendations for changes and/or adjustments in the materials.

Curriculum workshops were conducted during two summers in which consumer and homemaking teachers met for a week. Selected teachers of different levels of the consumer and homemaking program reviewed results of the try-out of the tentative materials. Additions and/or deletions were made in preparation for the final draft of the *Guide*. Approximately ninety-five teachers participated in the workshops. Home economics teacher educators, local supervisors, and the State Home Economics Education staff served as consultants to the workshop groups. Subsequent to the workshops, a small curriculum committee prepared a revised draft which was submitted to the staff of the Home Economics Education Service, State Department of Education, for final review and approval.

	CONSUMPTION OF GOODS AND SERVICES	CULTURAL DEVELOPMENT IN THE FAMILY
	Unit: YOUTH AND MONEY	Unit: THE YOUNG GENERATION AND CULTURE
Sixth Grade	Youth as Owners Youth as Spenders Youth as Managers	Influences on Youth Influences of Culture on Conduct Beauty and Culture
	Unit: YOUTH AND SPENDING	Unit: TODAY'S TEENAGERS AND CULTURE
Seventh Grade	Meaning of Money Use of Money for a Purchase The Market Place	Teenage Customs Youth in Society
	Unit: THE YOUNG CONSUMER IN THE HOME	Unit: CULTURAL INFLUENCES ON INDIVIDUAL
Year I	Consumer Resources Consumer Planning and Decisions Consumer Privileges and Responsibilities	One's Heritage Cultural Influences
	Unit: FAMILY LIVING AND MONEY	Unit: CULTURAL ENRICHMENT
Year II	Family Financial Management Consumer Credit Family Financial Protection	Gracious Living Beauty in Surroundings Leisure
	Unit: FAMILY CONSUMER RESPONSIBILITY	Unit: CULTURAL INFLUENCES ON FAMILY LIVING
Year III	Responsible Consumer-Homemakers Responsible Consumer-Citizen	Culture and Family Culture and Community
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Family Living	The Family and the Budget Homemakers and the Market Place Homemakers and Credit Homemakers as Consumer-Citizens	Cultural Heritage Cultural Forces Beauty in Surroundings Hospitality and Graciousness

Program, Grades Six-Twelve

INDIVIDUAL DEVELOPMENT IN THE FAMILY

Unit: PERSONAL POTENTIAL

- Being Likable
- Grooming and Dress
- Entertaining
- Education

Unit: TOWARD MATURITY

- Responsible Behavior
- Respect for Self
- Development of Interests
- Regard for Property

Unit: GROWTH OF INDIVIDUALS IN THE HOME

- Uniqueness of Individuals
- Facets of Growth and Development

Unit: FAMILY INFLUENCES AND RESPONSIBILITIES

- Responsibilities of Families
- Qualities of Family Membership
- The Child in the Family

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- Concepts of Marriage
- Readiness for Marriage
- Stability in Marriage
- Parenthood

Unit: MARRIAGE AND FAMILY

- Importance of the Family
- Perceptions of Marriage
- Marriage Preparedness
- Being a Parent

MANAGEMENT IN THE FAMILY

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- Management for Orderliness
- Rewards of Orderliness

Unit: PERSONAL MANAGEMENT—ORGANIZATION

- Planning
- Decisions
- Satisfactions

Unit: MANAGEMENT OF PERSONAL RESOURCES

- Elements of Management
- Skills and Abilities in Management

Unit: MANAGEMENT OF FAMILY RESOURCES

- Space Management
- Work Simplification
- Physiological Considerations
- Psychological Considerations

Unit: MANAGEMENT FOR THE YOUNG FAMILY

- Satisfactions
- Resourcefulness
- Homemaking Responsibilities

Unit: MANAGEMENT IN HOMEMAKING

- Understanding Management
- Functional Work Procedure
- Psychological Satisfactions
- Managerial Resources
- Managerial Abilities

Use of the Guide

Developments and constant changes in present day society and family living have influenced the content and experiences in the *Guide*. Concerns of families today are centered on consumer problems, relationships, family stability, individual development, security, management, decision-making, social issues, clarification of values and goals, employment, and problems associated with mobility. These concerns resulted in structuring the *Guide* around four family living areas in which families face problems: Consumption of Goods and Services in the Family, Cultural Development in the Family, Individual Development in the Family, and Management in the Family.

Four units, one from each of the family living areas, comprise a year of instruction. As students progress from level to level in the program, concepts, objectives, generalizations, content, and experiences become increasingly advanced, in keeping with their age and maturity.

The terms "concept" and "generalization" in this *Guide* are used in the context of statements made in *Concepts and Generalizations and Their Place in High School Home Economics Curriculum Development*, The American Home Economics Association, 1967. Concepts refer to objects and events and serve as a means of organizing content into categories. Generalizations express an underlying truth, have an element of universality, and usually indicate relationships.

Instructional units are planned as a continuum, in that each successive year of the sequential offering builds upon and expands concepts developed during the preceding level of the program. Therefore, it is preferable to modify experiences within a unit, rather than to select experiences from units planned for succeeding years of the program. The *Guide* is suggestive. Teachers, working with their students, will formulate more specific objectives which meet the needs of individual students and clearly specify behavioral outcomes desired in the development of competencies considered essential for the vocation of homemaking.

The consumer and homemaking program, as indeed all education, is predicated upon an understanding of the needs of individual students, their families, and their environment. Both successful class experiences and effective individual projects in homemaking are dependent upon an understanding of the individual student. This understanding is an important component of humanized instruction. Visiting the homes of students is the single most effective means of knowing the home and community environment of students; teachers are challenged to capitalize on this and other available means of understanding students. Units of instruction in the *Guide* are geared to the needs of both boys and girls.

Involvement of students in learning experiences is essential for acquiring abilities in homemaking, furthering personal development, and enhancing the student's feeling of personal worth and dignity. Students need, enjoy, and profit from "doing" or "action" experiences, as well as from reading, study, and teacher presentations. Experiences in the *Guide* are planned to provide opportunities for active participation by students in learning.

Disadvantaged or Handicapped Students. A prime requisite of good teaching is and always has been meeting the needs of individual youth and adults. Enrolled in the home economics education program are individuals with different endowments, different needs and interests, and different socio-economic experiences and backgrounds. The consumer and homemaking teacher is challenged to provide a program which takes into account the varying talents, interests, needs, and physical and mental abilities of students.

Views are held that students have worth and dignity, that students have both strengths and weaknesses, that students have potential for development, and that students want to learn when the curriculum is perceived by them to be important. These views exert significant influence on a teacher's approach to teaching. In use of the *Guide* consideration needs to be given to the capabilities of disadvantaged or handicapped students.

The designation, "disadvantaged," refers to persons who have academic, socio-economic, cultural, health, or other handicaps that prevent them from succeeding in a regular educational program designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services. Specifically, the disadvantaged student possesses some of the following characteristics:

- Poor self-image—lack of self confidence
- Limited financial resources
- Continued failure and over-age for grade placement
- Poor health and health habits
- Anti-social or aggressive behavior
- Poor reading ability
- Apathetic, unmotivated, negatively oriented
- Limited communication skills
- Irregular school attendance

The designation, "handicapped," refers to persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services.

Some commonly recognized characteristics of successful teaching which are especially effective in meeting the learning requirements of the disadvantaged and handicapped follow.

- Action experiences
- Individualized instruction
- Relevance to present rather than future goals
- Life-related experiences
- Instructional procedures geared to short interest and attention spans
- Variety in presentations and experiences for needed repetition and review
- Variety of resources in teaching
- Provision of materials for different levels of learning ability
- Modifications in performance expectations according to ability
- Use of a direct, firm, positive approach
- Adherence to established policies concerning conduct which are in the interest of effective learning
- Humanizing instruction

    Encourage and provide opportunities for student expression
    Listen to students and perceive what they say
    Encourage positive self-image and self-confidence
    Help students experience successes
    Use positive approaches
    Acknowledge efforts, progress, and accomplishments
    Help students feel comfortable, at ease, and happy in the class and with classmates
    Discover and help develop individual potential

The opportunity to help students who may otherwise be unsuccessful become useful, contributing, constructive members of society throughout life makes teaching the disadvantaged or handicapped highly rewarding.

Individual Projects. Essential to the development of competencies in homemaking is the concept that learning experiences in the classroom be supplemented and extended through individual projects which are selected and planned by each student, with help of parents and teacher, on the basis of individual need. The *Guide* includes experiences suggestive of types of individual projects which facilitate competencies in homemaking.

All offerings in Consumer and Homemaking Education are vocational. A basic concept of vocational education is that on-the-job or actual in-the-home experiences are vital to learning. Student-planned individual projects, in addition to regular class experiences, are an essential component of a vocational consumer and homemaking program. In general, each student is expected to engage in an individual project related to each unit of instruction.

Youth Organization: Future Homemakers of America. Future Homemakers as an integral part of the consumer and homemaking program are concerned with improving and enriching home and family living, furthering individual development, and fostering interaction between the family and the community. Consumer and homemaking education and Future Homemakers work, by different means, toward common goals.

Successful chapters provide members a variety of educational opportunities to strengthen competencies in areas of homemaking, to gain greater depth in working on aspects of homemaking of particular interest to them, to develop leadership ability, to acquire personal traits conducive to individual development, and to participate in a broad scope of activities that make a contribution to family living and to the communty. Chapter members are encouraged to work on individual as well as chapter projects in order to derive maximum value from Future Homemakers.

Throughout the *Guide*, numerous experiences offer ideas for the work of Future Homemakers.

Career Education. The consumer and homemaking program contributes to career education through development of qualities essential for employability and through contributing to an awareness of opportunities in non-professional and professional occupations which use home economics knowledge and skills.

For employability, individuals need preparation for homemaking as well as preparation for earning. An employee who is able to manage home and personal life effectively has increased potential for being successful in the world of work. Satisfactions in homemaking are closely associated with satisfactions in employment. Consumer and homemaking education emphasizes the development of qualities which are essential in both family living and employment, such as ability to manage home and personal life effectively, personal appearance, good health, social amenities, interest in work, dependability, and ability to get along with others.

The *Guide* includes experiences which help students explore employment opportunities in occupational home economics or professional home economics careers, and to become familiar with preparation required, the nature of work involved, and personal qualities needed for employment. Preparation for the vocation of homemaking and preparation for employment are viewed as interdependent and inter-related.

Consumer and Homemaking Education for Adults. The consumer and homemaking education program for adults is an essential component of an effective program and provides opportunities for instruction in all aspects of family living.

Units of instruction in the *Guide* for Year III and for Family Living are especially adaptable in teaching adult classes and in planning educational programs of the organization, Young Homemakers of Virginia, as related to the emphasis in the program of work for the year.

References and Teaching Aids. Current references and teaching materials are essential in helping students develop the concepts in the units in the *Guide*. Up-to-date reading materials are found in current periodicals and newspapers; utilization of these to supplement home economics resource books is strongly encouraged.

Access to a variety of references, teaching aids, and individualized instructional materials is essential for students to progress according to individual abilities, interests, and needs. Use of the *Guide* is dependent upon adequate resources.

An up-to-date bibliography of key references is planned as a supplement to the *Guide*.

CONSUMPTION OF GOODS AND SERVICES IN THE FAMILY
OVERVIEW

Changing economic conditions, the expanding teenage market, and the complexity of decisions of the buyer in the market place point to a need for literate consumers and the necessity for consumer education.

Studies reveal that management of the income is one of the major problems faced by families and that ability to manage income has an effect upon family stability. Equally as valuable as preparation for earning is preparation of youth and adults for a better quality of life through wise use of financial resources to buy goods and services.

Federal legislation has specified that consumer education be included in home economics education programs. Consumer education has been a part of the homemaking program through the years. However, the present need is for consumer education to be an increasingly visible and effective component of consumer and homemaking education programs.

The chief emphasis in Consumption of Goods and Services in the Family is development of abilities in use of financial resources to achieve individual and family goals. Experiences include planning, decision-making, consumer buying, using credit, protecting family finances, assuming consumer responsibilities, and enjoying consumer privileges.

Management of the family income is acknowledged to be one of the more pressing problems in family living. Consumer education makes an important contribution in helping individuals and families cope with problems related to the use of financial resources.

CONSUMPTION OF GOODS AND SERVICES

SPECIFIC CONCEPTS AND CONTENT

Sixth Grade YOUTH AND MONEY

Youth as Owners
- Worth of personal possessions
- Worth of personal possessions in relation to family resources

Youth as Spenders
- Influences on spending practices of youth
  - Friends
  - Family
  - Earnings
  - Motivational media
  - Activities and interests

Youth as Managers
- Participation in family discussions about money
- Parental guidance in managing personal money
- Record of money spent
- Use of personal money

Seventh Grade YOUTH AND SPENDING

Meaning of Money
- Values and goals
- Personal satisfactions
- Family satisfactions

Use of Money for a Purchase
- Needs and wants
- Characteristics desired

The Market Place
- Youth departments
- Credit privileges

Year I THE YOUNG CONSUMER IN THE HOME

Consumer Resources
- Personal money income—allowance, money on request, earnings, gifts, savings
- Real income—use and care of possessions, services performed by family members
- Preparation for the world of work

Consumer Planning and Decisions
- Personal spending plan
- Values of planning
- Values and goals
- Family needs in relation to personal needs
- What, how, when, where, and whether or not to buy
- Consumer information
- Relationship and communication with sales personnel
- Satisfaction or dissatisfaction derived

Consumer Privileges and Responsibilities

- Examination of merchandise
- Intelligible product information
- Consumer protection
- Use and maintenance of purchases according to directions
- Registration of justifiable dissatisfaction
- Handling merchandise in the market place

Year II FAMILY LIVING AND MONEY

Family Financial Management

- Values, goals, needs, wants
- Value of financial management
- Money income (disposable, discretionary, fixed)
- Apportionment of income
- Record keeping
- Adjustment of plans
- Participation of family members in planning
- Importance of will power

Consumer Credit

- Kinds of credit
- Cost of credit
- Responsible use of credit
- Legal aspects of credit
- Credit rating

Family Financial Protection

- Savings
- Insurance
- Growth of financial resources

Year III FAMILY CONSUMER RESPONSIBILITY

Responsible Consumer-Homemakers

- Financial program for a beginning family
  - Money income
  - Spending plan
  - Housing
  - Parenthood
  - Protection
- Records, papers, policies
- Preparation for employment or advancement
- Money management and family stability

Responsible Consumer-Citizens

- Consumer aids and protection
- Consumer action
- Community needs and taxation
- Civic responsibility for property
- Value of education and preparation for work

Family Living

FAMILY MONEY MANAGEMENT

The Family and the Budget

- Values of a budget
- Values, goals, needs, wants
- Budgeting
- Record keeping
- Family participation in budgeting
- Conserving and extending income
- Family financial protection
- Positive approach to budgeting

Homemakers and the Market Place

- Shopping
  - Product information
  - Examination of merchandise
  - Buying
  - Reciprocal responsibilities of merchant and shopper
- Consumer aids and protection
- Sales and specials
- Use and maintenance of purchases
- Complaints and dissatisfactions

Homemakers and Credit

- Kinds of credit
- Responsible use of credit
- Cost of credit
- Credit rating
- Legal aspects of credit

Homemakers as Consumer-Citizens

- Community services available to families
- Consumer action
- Community needs and taxation
- Economic value of education and preparation for employment
- Civic responsibility for private and public property

FAMILY LIVING AREA—CONSUMPTION OF GOODS AND SERVICES

GRADE 6

UNIT: YOUTH AND MONEY
(3 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will realize some responsibilities of youth in relation to money.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Youth as Owners Worth of personal possessions Worth of personal possessions in relation to family resources	Consumer Education
Youth as Spenders Influences on spending practices of youth Friends Family Earnings Motivational media Activities and interests	Consumer Education
Youth as Managers Participation in family discussions about money Parental guidance in managing personal money Record of money spent Use of personal money	Personal Development Consumer Education Family Relationships

YOUTH AS OWNERS
(Specific Concept)

Specific Objectives

Acquaints self with monetary worth of personal possessions (Affective—Responding).

Acquires information relative to costs of personal belongings (Cognitive—Knowledge).

Identifies some ways in which individuals may be considerate of family resources (Cognitive—Knowledge).

GENERALIZATIONS

Money invested in one's possessions may be much greater than one realizes.

Consideration of individual needs in relation to family needs contributes to effective family membership.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Youth as Owners Worth of personal possessions	"Who Owns It?" Use flash cards with pictures or words showing various possessions and encourage students to identify owners. (Examples: school, home, church, chair, toy, flag, clothing. Owners might be taxpayers, man, woman, child, teenagers, citizens.)

Use visuals to show the many types of personal possessions of youth.

List the personal possessions which the family provides, such as books, school supplies.

Compile a list of personal possessions. Estimate monetary value of each item listed and arrive at a total. Students describe reactions to value of possessions.

Propose ways in which youth may show consideration for family resources.

Worth of personal possessions in relation to family resources

Determine how many hours would be required for a parent to earn a student's spending money for a week.

Analyze case studies which illustrate equitable distribution of resources among family members.

YOUTH AS SPENDERS

(Specific Concept)

Specific Objectives

Is aware of factors influencing individual spending practices (Affective—Receiving).

Recognizes factors which influence own spending (Cognitive—Knowledge).

Recognizes relationship between factors influencing spending and satisfactions in spending (Cognitive—Comprehension).

GENERALIZATIONS

Awareness of influences on consumer choices bears a relationship to decisions which give satisfaction.

CONTENT:

Youth as Spenders

Influences on spending practices of youth
- Friends
- Family
- Earnings
- Motivational media
- Activities and interests

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Place factors influencing spending habits on cards and put on flannel board as each is discussed.

Students decide which factors have greatest impact on spending habits in a given situation.

Identify factors which influenced a recent purchase. Class summarize, in order of priority, the factors having greatest influence.

Study factors influencing spending and conclude which influences are frequently related to satisfaction with the purchase.

Have a panel discussion on "Why Young People Spend Money the Way They Do."

Think about a purchase delayed for one week. Indicate influences which came to bear when the purchase was first considered and when it was reconsidered.

YOUTH AS MANAGERS

(Specific Concept)

Specific Objectives

Identifies opportunities in own family for participation in money management decisions (Cognitive—Knowledge).

Uses opportunities available to manage money (Cognitive—Application).

GENERALIZATIONS

Money management experiences in the family may help individuals develop abilities in the use of money.

Consideration of spending practices may contribute to some understanding of managing money.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Youth as Managers	
Participation in family discussions about money	Show, through role playing, how family discussions may aid in developing better understanding of the needs of family members.
	Discuss with the family some ways to help at home with financial affairs, such as assisting with marketing, shopping, keeping accounts of personal expenditures, considering the needs of family members and some priorities important to the family.
	Role play a family situation in which factors to be considered in making a substantial purchase for the family are being discussed.
	Cite ways in which participation in managing money contributes to own development.
Parental guidance in managing personal money	Discuss the value of parental help in making a decision.
	Discuss values of parental guidance in managing personal money.
Record of money spent	Record personal expenditures for a given period of time. Note areas in which change is desired.
	Plan for better distribution of money where adjustments are needed.
Use of personal money	Have buzz session on allowance versus receiving money on request.
	Prepare a tentative plan for use of personal money for a short period of time, including money received and

use to be made of the money. Discuss with parents. Try out the plan and further refine.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student realizes some responsibilities of youth in relation to money.

Suggested Experiences	Representative Behavioral Outcomes
Present evidence of one or more ways in which a new responsibility in relation to money is being assumed. A responsibility may relate to owning, spending, or managing money. Evidences may be presented by means of statements by students.	Evidences may include one or more of the following responsibilities: Realizes value of personal belongings. Identifies an influence on spending that brings satisfaction. Participates in family deliberations concerning money. Starts keeping a record of personal expenditures. Plans before spending.

FAMILY LIVING AREA—CONSUMPTION OF GOODS AND SERVICES

GRADE 7

UNIT: YOUTH AND SPENDING

(3 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will be aware of some factors involved in making buying decisions.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Meaning of Money Values and goals Personal satisfactions Family satisfactions	Consumer Education
Use of Money for a Purchase Needs and wants Characteristics desired	Personal Development Clothing
The Market Place Youth departments Credit privileges	Consumer Education Clothing

MEANING OF MONEY

(Specific Concept)

Specific Objectives

Understands that values and goals influence preferences in use of money (Cognitive—Comprehension).

Explains the relationship between values and goals and the meaning money has for an individual (Cognitive—Comprehension).

GENERALIZATIONS

Consideration of values and goals contributes to understanding the meaning different individuals may attach to money.

Clarification of values and goals contributes to satisfactions in use of money.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Meaning of Money Values and goals	Using a typical school sport (basketball, football) as an example, define a goal. List goals that a typical seventh grader might have. (To be well-dressed, to be popular, to go to college, to get married some day, to be a good citizen, to be a cheerleader.) Identify long-term and short-term goals. Rank goals in order of importance to illustrate priority of some goals over others.

Buzz in small groups on why some goals were considered more important than others and what, in the feelings and beliefs of students, made them important. Identify the values expressed.

Through role playing show how family discussions may help members understand and communicate values related to money.

Relate episodes in which money plays a role. These may be from TV programs, books, cartoons, or actual experiences. Indicate the values or goals reflected in these episodes.

Groups buzz on the following statements:
Money means everything.
Money is really not important.
Money is the root of all evil.
A dollar is round; let it roll.
Money is a means, rather than an end.
Money is for spending.

Make a decision for a use of money. Identify the situation and clarify values and goals on which the decision is based.

Class groups compose or locate jingles, posters, slogans, or cartoons about money. Indicate values or goals reflected.

Personal satisfactions

Use skits or case studies to show it is not the amount of money an individual has that determines his happiness, but how he uses it to attain values held important.

Recall uses of personal money from which great satisfaction was derived and those which yielded little satisfaction. Suggest words which indicate satisfaction or dissatisfaction.

Family satisfactions

Discuss a recent purchase made by the family from standpoint of satisfactions to youth—to adults; and similarity or differences in values of youth and adults.

USE OF MONEY FOR A PURCHASE
(Specific Concept)

Specific Objectives

Comprehends considerations related to making a purchase. (Cognitive—Comprehension).

Enjoys planning for a purchase according to selected criteria. (Affective—Receiving).

Judges a purchase on the basis of selected criteria. (Cognitive—Evaluation).

GENERALIZATIONS

Satisfaction may be expected from a purchase when the consumer uses relevant information, recognition of needs or wants, and knowledge of qualities desired.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Use of Money for a Purchase	
Needs and wants	Consider recent purchases. Categorize each as a need or a want. List ways a shopper may think through a clothing purchase to be made before shopping, such as: Take inventory to show what is on hand and what is lacking. Determine purchase that will be usable with present wardrobe. Decide whether the proposed purchase represents a need or a want.
Characteristics desired	Decide on qualities or characteristics desired for a clothing purchase, such as serviceability, durability, comfort, beauty, pleasure, care required. Invite a resource person to talk on "A Good Teen-Age Shopper." Cite examples of ways in which the following may be helpful to a shopper: Sales person Questions a buyer may ask about an item Information a buyer may obtain independently; include labels, advertisements. Analyze a purchase made or a service paid for. Consider: Satisfactions or dissatisfactions derived Care required Suggestions for improved expenditure of money.

THE MARKET PLACE
(Specific Concept)

Specific Objectives

Realizes the influence of youth on the market place. (Affective—Receiving).

Is alert to motivations of the market place. (Affective—Receiving).

GENERALIZATIONS

Awareness of marketing practices enhances the likelihood of satisfaction with purchases.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
The Market Place Youth departments	Check local newspapers, current magazines, and TV for advertisements that are slanted to appeal to youth. Post some of these.
	Survey local department, clothing, and variety stores to find out how many have special teen departments or areas especially attractive to youth. On a given day (Saturday) students may be assigned to various stores to record the number of young people who make purchases, the number of adult customers, and the number who shop together.
	Invite a store manager to class to discuss influences of youth in the market place.
	Discuss ways merchants influence the youth market, such as fashion shows, teen councils, charge accounts for teens, fashion boards.
	Cite examples of merchandise designed to attract "teen" buyers.
	Summarize some practices which motivate buying.
	Summarize some of the responsibilities of the young consumer in the market place.
Credit privileges	Discuss possible advantages and disadvantages of credit privileges for youth.
	Role play situations in which youth demonstrate responsible or irresponsible behavior when borrowing money.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student evidences awareness of some factors involved in making buying decisions.

Suggested Experiences	Representative Behavioral Outcomes
Based on the concept, *Youth and Spending*, students make statements which identify at least three factors which were considered in making buying decisions which were influenced by experiences in this unit.	Any three of the following factors may indicate an awareness of what is involved in making buying decisions. Considers values influencing decision. Recognizes goals. Derives personal satisfaction from decision. Considers satisfactions of family members. Distinguishes between needs and wants. Considers characteristics of product. Compares shopping places. Considers some uses of credit.

FAMILY LIVING AREA--CONSUMPTION OF GOODS AND SERVICES

YEAR I

UNIT: THE YOUNG CONSUMER IN THE HOME

(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will understand some factors involved in being a consumer.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Consumer Resources Personal money income—allowance, money on request, earnings, gifts, savings Real income—use and care of possessions, services performed by family members Preparation for the world of work	Consumer Education Personal Development
Consumer Planning and Decisions Personal spending plan Values of planning Values and goals Family needs in relation to personal needs What, how, when, where, and whether or not to buy Consumer information Relationship and communication with sales personnel Satisfaction or dissatisfaction derived	Personal Development Family Relationships Consumer Education Nutrition and Food Clothing Family Health
Consumer Privileges and Responsibilities Examination of merchandise Intelligible product information Consumer protection Use and maintenance of purchases according to directions Registration of justifiable dissatisfaction Handling merchandise in the market place	Consumer Education

CONSUMER RESOURCES

(Specific Concept)

Specific Objectives

Identifies consumer resources available to individuals and families (Cognitive—Knowledge).

Discovers ways family consumer resources may be conserved or extended (Cognitive—Analysis).

Uses abilities to contribute to the total income of the family (Cognitive—Application).

Realizes the value of education as a consumer resource (Affective—Receiving).

GENERALIZATIONS

Families differ in resources available to meet economic needs and opportunities.

Productivity of family members and use and care of possessions are means of extending the total income.

Family members may extend the total family income by utilizing homemaking abilities.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Consumer Resources Personal money income—allowance, money on request, earnings, gifts, savings	List sources of personal income for teen-agers. Explain personal money income as a resource. Discuss: Money as a resource Reasons families have become dependent on money income Work is usually required to produce money income
Real income—use and care of possessions, services performed by family members	List ways the family income may be increased: use and care of possessions and services performed by family members. Compile a list of articles you have either lost or damaged beyond use because of carelessness. Estimate cost of each article. Cite examples of how conservative use of grooming aids may result in extending income. List services paid for by a family. Identify those which could be a teenager's responsibility. Estimate money value of services performed for a month and the contribution such services would make to personal development. Plan, carry out, and evaluate an individual project, such as taking over one paid-for service for a specified period of time, as a means of contributing to real income.
Preparation for the world of work	Investigate and discuss the following statements: Education is a financial resource. Preparation for the world of work is a need of both youth and adults, men and women. Training for a job represents potential income. Continuous preparation for employment is needed throughout life. Preparation for homemaking contributes to one's employability. Use a graph to illustrate the difference in occupations and income for school drop-outs, high school graduates with and without occupational training, post high school technicians, and college graduates.

CONSUMER PLANNING AND DECISIONS

(Specific Concept)

Specific Objectives

Develops and uses a plan for management of personal income (Cognitive—Application).

Becomes interested in planning as a means of deriving satisfactions from allocation of income for expenditures (Affective—Responding).

Becomes aware of values and goals as a basis for making decisions (Affective—Receiving).

Makes consumer decisions based on recognition of individual and family values and goals (Cognitive—Application).

Acquires information basic to reaching decisions about what, where, when, and whether, or not, to buy (Cognitive—Knowledge).

Becomes aware of information which may aid the consumer in making suitable choices in light of values held (Affective—Receiving).

Differentiates between information useful to the consumer and information that is ambiguous or emotional in appeal (Cognitive—Analysis).

Uses consumer information when planning for purchases (Cognitive—Application).

Derives some satisfactions from consumer planning and decision-making (Affective—Responding).

Makes consumer decisions based on analysis of alternatives (Cognitive—Application).

GENERALIZATIONS

Ability to make and use a plan is an essential aspect of money management.

Planning facilitates effective management of income for the well-being of individuals and families.

Priorities for long-range as well as short-range planning contribute to consumer satisfactions.

Rational consumer decisions represent choices resulting from identification of values, goals, and qualities desired.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Consumer Planning and Decisions	
Personal spending plan	Prepare a display to illustrate how planning helps to have money to spend, to save, to share.
	Develop a plan for use of money to meet a personal goal.
	Present a skit to illustrate the value of financial planning.
Values of planning	Analyze factual or fictional case studies about individuals and families which reveal the value of financial planning.
	Present a skit to illustrate the value of financial planning.

	Interview peers and adults to discover what they consider to be the values of planning. Class summarize the values derived from interviews.
Values and goals	Prepare a list of short- and long-term goals, some of which relate to personal development. Plan how goals may be accomplished, including decisions which must be made. Decide upon a health goal and develop plans for attaining the goal. Discuss necessity of reconciling wants and needs when considering values and goals. Differentiate between wants and needs in choice of foods commonly consumed at meals or between meals.
Family needs in relation to personal needs	From references, determine values that may be derived from "Family Discussion" when considering family needs in relation to personal needs. Role play family situations or discuss case studies which illustrate reactions when personal wants have to give way to a family need; responsibility of family members in permitting a family need to have precedence over a personal need; privilege of helping to meet a family need. Analyze situations in which a family need may merit priority over a personal want or one in which a personal want may need to take precedence over a family need.
What, how, when, where, and whether or not to buy	Prepare visual aid on how to buy an article. Relate experiences showing how pre-planning helped in making wise decisions in buying goods and services. Shop for a specific item in different stores and mail-order catalogues; compare quality and price. Justify the recommended purchase. Cite examples of how seasons affect price and quality of personal clothing and/or household purchases. Class discuss: When is a "bargain" truly a bargain? Why are sales held? What types of sales are held? What should be considered in making a decision to buy an item on sale? Compare sale price to regular price of several items.
Consumer information	Class groups arrange collages of sources of consumer information.

	Arrange a display of ads, hang tags, labels. Have students identify information that would lead to satisfactory purchase, care, and use of an item.
	Set up display of sewing equipment and discuss criteria for selection. Students prepare specifications for each item and estimate cost of each item.
	Divide class into groups to investigate and to evaluate sources of consumer information. Sales persons, advice of other consumers, shopping around, advertisments, business and government publications, magazines, and books.
	Identify terms used to provide consumer information when making purchases of: Clothing—Hang tags, fiber content, directions for care Foods—Labels and grades, uses Health and recreation—claims and appeal
	Differentiate between ambiguous and specific terms.
	Examine advertisements of items on sale. Cross out any words that give no consumer information.
	Develop guidelines for purchase of a selected item.
Relationship and communication with sales personnel	Role play the customer and the sales person to illustrate courtesies, communication, and goals. Point out mutual interests and interests peculiar to the sales person and the customer.
Satisfaction or dissatisfaction derived	Think back over purchases made; determine a purchase which was satisfactory, considering initial cost, length of use, maintenance cost, and psychic satisfaction.
	Cite examples of ways in which a personal spending plan brought satisfaction to individuals and/or families.
	Discuss how desire for items which give satisfaction stimulates us to find ways to obtain them.

CONSUMER PRIVILEGES AND RESPONSIBILITIES

(Specific Concept)

Specific Objectives

Identifies responsibilities of consumers in the market place (Cognitive—Knowledge).

Becomes familiar with the privileges of consumers and the proper exercise of privileges (Affective—Receiving).

Understands the relationship of the consumer and the market place (Knowledge—Comprehension).

Uses consumer information in making choices in the market place (Cognitive—Application).

GENERALIZATIONS

Careless handling of merchandise by the consumer influences the cost of consumer goods.

Laws and regulations afford protection and guidance to consumers in making purchases.

The consumer has the responsibility to follow the manufacturer's directions for use, maintenance, and care of purchases in order to obtain the best service.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Consumer Privileges and Responsibilities	
Examination of merchandise	Visit a department store to study an item carefully. Report on information obtained and characteristics noted.
	Relate instances in which full examination of articles resulted in decision against buying.
	Discuss the necessity for examining articles under conditions as nearly realistic as possible. Cite examples of approximation of realistic conditions.
Intelligible product information	Select, from a list of items used by teens, an item to be purchased. Make an in-depth study of information provided which is intelligible or unintelligible. Report to class. Toothpaste Hose Pen Radio
	Discuss the values of advertising to the consumer and the responsibilities of the consumer to evaluate the information provided.
	Bring illustrations of statements of product information. Determine background information needed by the consumer in order for the information to be intelligible.
	Discuss intelligible product information as a benefit to the consumer and as a responsibility of the consumer.
Consumer protection	Study and report on types of protection afforded consumers by agencies and organizations.
	Cite illustrations which reveal the responsibilities of manufacturers, dealers, and/or merchants to the consumer.
	Prepare a display showing different types of consumer protection and the insignia, trademarks, and/or warranties, if applicable.
	Role play ways consumer and businessman could handle: Incorrect change Flaws in merchandise Unsatisfactory service

	Unordered merchandise Misleading advertisements Complaints
Use and maintenance of purchases according to directions	Demonstrate the use and care of different items of equipment and merchandise according to manufacturer's instructions. Give illustrations of instances in which an article becomes unusable as a result of improper methods of upkeep or maintenance. Arrange a display showing how proper use and maintenance of common household and personal articles may enhance their appearance and durability.
Registration of justifiable dissatisfaction	Write an example of a letter to a store in which a complaint is reported and justified. Cite valid reasons for a store to accept or not accept returned merchandise. Identify types of purchases for which the consumer is not justified in registering dissatisfaction.
Handling merchandise in the market place	Compile a list of one's responsibilities as a consumer in handling merchandise. Role play desirable and undesirable shopping practices in a grocery store, in a dress shop, in other places.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student understands some factors involved in being a consumer.

Suggested Experiences	Representative Behavioral Outcomes
The student suggests ways to achieve a financial goal through use of *Consumer Resources* and interprets each suggestion.	The suggestions would pertain to one or more of the following resources: Personal money income Real income Preparation for the world of work
Students propose at least three ways they may improve their practices in Consumer Planning and Decisions. Explain reasons for each proposal.	The proposed plan of action would include at least three of the following practices: Makes a personal spending plan. Identifies values and/or goals. Considers personal needs in relation to family needs. Considers need, when, where, and whether or not to buy. Indicates anticipated satisfactions in making a buying decision. Acquires and uses consumer information.

From observation, write an episode which illustrates a *Consumer Privilege* and/or *Responsibility*.

Instances cited of *Consumer Privileges and Responsibility* will relate to at least three of the following behaviors:

- Examines merchandise.
- Looks for and inquires about meaning of product information.
- Checks on provisions for consumer protection.
- Indicates use and maintenance responsibilities of consumers.
- Suggests ways to handle merchandise in a responsible manner.

FAMILY LIVING AREA—CONSUMPTION OF GOODS AND SERVICES

YEAR II

UNIT: FAMILY LIVING AND MONEY
(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will perceive relationships between planning and the use of family financial resources.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Family Financial Management	Family Relationships
Values, goals, needs, wants	Personal Development
Value of financial management	Consumer Education
Money income (disposable, discretionary, fixed)	
Apportionment of income	
Record Keeping	
Adjustment of plans	
Participation of family members in planning	
Importance of will power	
Consumer Credit	Consumer Education
Kinds of credit	
Cost of credit	
Responsible use of credit	
Legal aspects of credit	
Credit rating	
Family Financial Protection	Consumer Education
Savings	
Insurance	
Growth of financial resources	

FAMILY FINANCIAL MANAGEMENT
(Specific Concept)

Specific Objectives

Examines the values associated with a plan for family spending (Affective—Valuing).

Explains the components of the total income of a family (Cognitive—Comprehension).

Develops a plan for managing the income for a family (Cognitive—Synthesis).

Derives satisfaction from developing a financial plan for a family (Affective—Responding).

Realizes that determining priorities on needs, wants and goals contributes to maximum satisfaction from financial resources (Affective—Receiving).

Discovers ways to make a financial plan work (Cognitive—Analysis).

GENERALIZATIONS

A plan extends the needs, wants and goals that may be attained within a given income.

Family production services, use and care of purchases, and economies in the use of goods and services extend the family income.

A spending plan is realistic to the extent that it is tailored to the total income in relation to fixed and flexible expenditures, immediate and long-range financial needs, values and goals, stage in the family life cycle, unexpected emergencies and/or opportunities.

Review and revision of a financial plan are essential to developing a program that is feasible and workable.

A plan succeeds to the extent that it is used.

The way in which a family uses its money is related to the quality of living a family desires and attains.

The family assists members in the process of self-development by aiding in the recognition of values which are important components of decision-making.

Experiences in the family with money decisions enable individuals to learn how money is managed.

Learning about money is a product of experiences in making choices among alternatives, recognition of the possible consequences of the choice, and willingness to accept the consequences.

Using money for one purpose eliminates the opportunity to use the same money for other purposes.

A decision or choice usually involves a consideration of some disadvantages as well as advantages.

CONTENT:

Family Financial Management

Values, goals, needs, wants

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Propose some family goals and indicate how these may affect the family financial plan.

Review family case studies and identify different values families hold as evidenced by their spending.

Dramatize the following or other situations through role playing: a family setting up goals for spending; a family deciding on one top priority among goals; similarity or difference in goals of family members which influence spending.

React to statements like the following and indicate the value or goal reflected in each statement.

The more you get, the more you want.
You don't need money to be happy.
A large income is essential to security and happiness.
Budgets take the fun out of spending.
Families with high incomes do not need to budget.
Credit may help families raise their standard of living.
Money can't buy the best things in life.
Two can live as cheaply as one.
Needs should take priority over wants.

	Analyze the differences between needs and wants as they relate to personal development.
	Explain how circumstances affect what is considered a need, a want.
	Review family case studies and identify different immediate and long-range priorities of families, as evidenced by their spending.
	Identify ways in which advertisements appeal to values, goals, needs, or wants of individuals or families.
Value of financial management	Debate the topic "A plan for spending the family income is important."
	Develop and present skits on: a. family financial problems and possible solutions which could result from planning b. advantages of a plan for apportioning income
Money income (disposable, discretionary, fixed)	Use references to differentiate among the terms disposable, discretionary, and fixed income.
	Survey beginning salaries in several occupations for both men and women to realize the income which may be expected.
	Examine some budgets in an effort to find the amount of discretionary and disposable income available.
Apportionment of income	Groups investigate some systems for apportioning income and criteria for evaluating them.
	Class set up a hypothetical family. Divide into groups and each group work out a financial plan for the family and present it to the class. List sources and amounts of family income. Identify family goals. Determine allocation of income for monthly expenses. Plan how and when large unavoidable expenses are to be paid. Decide upon appropriate amount for emergencies; for personal development. Adjust these totals to family income.
Record keeping	Review and compare a variety of forms for keeping financial records. Decide on a form which seems usable. Justify record keeping as a basis for realistic apportionment of income.
	Study an income tax form. Indicate the kinds of records required for income and deductions. Propose a system for keeping records of essential data.
Adjustment of plans	Project possible family situations which could require adjustments in family financial management.

Participation of family members in planning	Invite a parent or young homemaker to discuss successful financial planning which results from cooperative thinking of family members. Simulate situations which demonstrate how cooperative planning may occur.
Importance of will power	Collect tips on making a financial plan work. Explain the importance of will power and determination in money management. Refute arguments commonly used against financial planning.

CONSUMER CREDIT
(Specific Concept)

Specific Objectives

Recognizes the place of consumer credit in family living (Cognitive—Analysis).

Identifies consequences of failure to fulfill credit obligations (Cognitive—Knowledge).

Compares wise and unwise use of credit privileges (Cognitive—Evaluation).

Knows the basis for a good credit rating (Cognitive-–Knowledge).

Weighs the consequences of over-extended use of credit (Affective—Organization).

GENERALIZATIONS

Shopping for credit involves understanding financing procedures and costs.

Credit is an integral part of family money management.

A favorable credit rating enhances opportunities for obtaining credit.

The use of credit involves legal and moral obligations.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Consumer Credit	
Kinds of credit	Investigate the many types of consumer credit; for example, charge accounts, revolving credit, installment plan, loans. List some purchases typically made with each type of credit. Find out the sources of consumer credit in borrowing for: a coat, an automobile, a vacation.
Cost of credit	Relate how the amount of money borrowed, length of repayment period, and finance charges affect consumer credit cost. Locate in mail order catalogue or in other places, the schedules for paying for an item; for example, a television set. Calculate total cost, including the down payment, payments, length of time, and interest. Compare with cash price.

Role play shopping for credit from different sources: bank, life insurance policy, loan company, small loan company, pawn broker. Bring out differences in costs, eligibility for credit, repayment requirements.

Calculate possible savings that may be realized from a large down payment and a contract of short duration, as compared with a smaller down payment and a contract for a longer time.

Role play possible psychological costs of credit which may threaten family stability.

Responsible use of credit

Study and report on circumstances under which use of credit may be justified or unjustified.

Decide upon some criteria for using credit wisely. List some considerations one should have in mind.

Imagine that you need $500 for clothing, college expenses, doctor's bill, vacation, automobile, or living room furniture. Under what circumstances would you borrow the money, wait until you can save it, do without?

Predict possible consequences of careless handling of credit cards.

Discuss how changes in families affect use of credit. For example: illness or emergencies, better job, further training for a job, another child in family, a small inheritance, wife working.

Show how use of credit varies with different stages of the family life cycle.

Legal aspects of credit

Collect and compare credit applications from different sources: a department store, a bank, a credit card company, furniture store, finance company, credit bureau.

Investigate and report on: results of inability to meet credit payments; grace period for payment; anticipation of payments; required term insurance.

Study and report on personal bankruptcy, repossession, and garnisheeing of wages as to extent, causes, practices, and consequences.

Analyze one or more contracts for credit. Identify some legal aspects which are common to contracts.

Explain the significance of a signature on a contract and the binding effects of every statement in the contract.

Credit rating

Explain why it is important for adults to establish a credit rating.

Analyze factors which may influence one's credit rating.

Find out the procedure for learning one's own credit rating.

FAMILY FINANCIAL PROTECTION

(Specific Concept)

Specific Objectives

Becomes aware of the relation of planning to the attainment of goals for financial security (Affective—Receiving).

Acquires information relative to kinds of financial protection considered desirable for a family (Cognitive—Knowledge).

Proposes plans for financial protection for a family (Cognitive—Synthesis).

GENERALIZATIONS

Family financial security affects and is affected by economic conditions.

Sound financial management includes provision for protection for individuals and families in case of death, illness, loss of income, unexpected emergencies and/or opportunities.

A reserve fund enhances a family's sense of security.

Investment in education and preparation for the world of work may be expected to enhance earning power.

Investing involves protecting money and using money to provide a return.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Family Financial Protection	
Savings	Identify some popular types of savings. Formulate some beliefs concerning these. Discuss some of the merits of having a savings account at a bank. Find out: Minimum amount required for opening an account Procedure for opening account and withdrawing funds Interest rate Insurance provided Find out needs some families have experienced when an emergency fund helped them through a crisis.
Insurance	Guide students to formulate questions about life insurance, health and accident insurance, car insurance, home owners' insurance. Include such items as type of coverage, cost, advantages and disadvantages, conditions, and exclusions. Students make assignments, among themselves, to find answers to the questions.

Work in committees to find out about social security benefits for: survivors and dependents; permanent disability; retirement. Report findings to class.

Growth of financial resources

Use case studies to show how a long-range financial plan may contribute to family protection and security.

Cite examples from observations, discussions with others, and readings, of how planning contributes to attainment of goals for financial security and enables individuals to take advantage of opportunities conducive to financial security.

Groups of students propose plans for investing $500 to contribute to financial security, such as savings accounts, life insurance, stocks, real estate, government bonds, certificates, luxury items, livestock. Justify proposal in terms of goals, earnings, safety, ease of converting to cash.

Investigate and illustrate a plan for financial protection for a family, indicating proportion of total income generally considered desirable to allocate to each item in the plan.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: Upon completion of this unit the student perceives relationships between planning and the use of family financial resources.

Suggested Experiences	Representative Behavioral Outcomes
Students write statements to refute the following arguments using at least two concepts for each statement which indicate relationships between planning and the use of money.	Statements of students, similar to those listed, should refer to at least two of the italicized concepts for each argument, as illustrated below.
I don't have enough money to bother with planning.	*Planning* enables effective use of income irrespective of amount. Families have some *discretionary income* which provides for allocation of income according to *goals, values, needs, wants.* *Planning* enables a person to direct use of money toward desired *goals.*
I know where my money goes without planning.	Directing one's money through *planning* is a more intelligent way to handle money than watching where it goes. A *record* of expenditures will reveal many small expenditures of which an individual may be unaware. A *plan* may reveal an imbalance among expenditures.

I tried a plan and it didn't work.	A plan based on consideration of *values, goals, needs, wants, and standards* has a good potential for succeeding.
	A successful and usable plan requires *adjustments* from time to time.
	Cooperative planning contributes to functional and realistic plans.
	Records enable a person to discover problems and to *reassess allocations.*
My income is committed before I receive the money.	*Will power* and self discipline enable individuals to avoid becoming overly burdened with financial commitments.
	A *plan* may make it possible for individuals to have some *discretionary* income.
	Participation of family members in planning may reveal ways to control expenditures in order to have a margin for discretionary spending.
At the end of the month, I put whatever is left into some type of savings.	*Savings* should represent a planned item in the budget.
	Savings should be considered a fixed rather than a variable item in the budget, based on both short term and long term *goals.*
Give examples of considerations a young couple would need to weigh in making decisions regarding credit.	Considerations reflect relationships between planning and effective use of credit, including at least three of the following concepts: Kinds of credit Cost of credit Responsible use of credit Legal aspects of credit Credit ratings Over extension of credit

FAMILY LIVING AREA—CONSUMPTION OF GOODS AND SERVICES

YEAR III

UNIT: FAMILY CONSUMER RESPONSIBILITY

(10 weeks)

Unit Objective: Upon completion of this unit the student will perceive roles of homemakers as responsible consumers and responsible consumer-citizens.

SPECIFIC CONCEPTS

Responsible Consumer-Homemakers
- Financial program for a beginning family
  - Money income
  - Spending plan
  - Housing
  - Parenthood
  - Protection
- Records, papers, policies
- Preparation for employment or advancement
- Money management and family stability

Responsible Consumer-Citizens
- Consumer aids and protection
- Consumer action
- Community needs and taxation
- Civic responsibility for property
- Value of education and preparation for work

HOME ECONOMICS SUBJECT MATTER

Personal Development
Nutrition and Food
Clothing
Housing
Child Development
Family Relationships
Consumer Education
Family Health
Home Furnishings and Equipment

Family Health
Consumer Education
Employment Orientation

RESPONSIBLE CONSUMER-HOMEMAKERS

(Specific Concept)

Specific Objectives

Crystallizes guidelines for financial management for an individual or a beginning family (Affective—Organization).

Prepares financial plans for an individual or a beginning family, based on projected income and living costs (Cognitive—Synthesis).

Weighs values, needs and wants in relation to what a family can afford, considering both immediate and long-range goals (Affective—Organization).

Perceives ways that changes in circumstances influence the availability of financial resources and the demands made upon them. (Cognitive—Synthesis)

Understands financing procedures and costs for major expenditures (Cognitive—Comprehension).

Develops a plan to provide financial safeguards for an individual or a young family. (Cognitive—Synthesis).

Explains the relationship between sound practices in money management and family stability (Cognitive—Comprehension).

GENERALIZATIONS

Awareness of influences on choices enables the family to consider these in relation to values, goals and needs.

Understanding financing procedures and costs provides a basis for rational decisions relative to major expenditures for establishing a household.

The extent to which an individual can satisfy wants and needs depends upon available income, purchasing power of the income and ability to manage resources.

Over-all financial planning takes into account needs and opportunities in different periods of life.

Consideration of living costs and family needs, in relation to what an individual or family can afford, represents responsible consumer behavior.

Sound financial management contributes to family stability.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Responsible Consumer-Homemakers	
Financial program for a beginning family	
Money income	Obtain from Chamber of Commerce or from other reliable sources, prevailing wage scales and take-home pay for beginning levels of employment.
Spending plan	Discuss the importance of an individual or couple identifying values, goals, and standards, and establishing priorities as an important consideration in planning a financial program.
	Determine current costs of food, clothing, medical care, transportation, housing, leisure, and planned recreation for an individual or a young couple.
	Students work as couples in a simulation of making a first major purchase for setting up housekeeping. Each couple in class select a different purchase, such as buying furniture for a room; purchase of carpeting; buying a major appliance; buying linens; buying small equipment for the kitchen. Set up factors to be considered in making the purchase and justify decisions reached in terms of the criteria established.
	Propose a plan for costs involved in establishing housekeeping for an individual or a newly married couple. Include furniture, furnishings, equipment, linens, accessories.
	Make a financial program for a single person and/or a beginning family.
	Plan for adjustments in the above financial program to take care of two incomes revised to one income or one income revised to two incomes.

Plan a clothing program for a young couple or an individual for a year, based on the amount of money allocated to clothing in the financial program.

Alter a financial program that has been planned to take care of an unanticipated financial cost, such as illness, pregnancy, school costs, opportunity to buy a home, or other.

Explain the principle of "opportunity" costs and illustrate its application as "Making one major purchase often means giving up other things individual family members might like to own, for example, car, color TV set, or stereo."

Use information on dietary requirements and plan expensive, moderate, and less expensive means of providing food for the individual or young couple, based on the previously prepared financial program.

List the types of leisure and recreational offerings in the community and home and discuss the satisfactions which may be derived from these as compared to cost.

Housing

Consider housing an individual or young couple may be able to afford on a beginning salary.

Make a study of available housing for rent and develop a list of guides to use when making a decision about where to rent and what to rent, according to income.

Examine a sample lease and note the responsibilities of the lessor and the lessee. Study legal aspects of leases.

Study factors to consider in selecting housing, based on an analysis of housing needs of individuals and families.

Investigate the financial considerations favoring renting or buying a home for a young family, considering apartments, houses, mobile homes.

Students report on how much a family can afford to invest in housing at various income levels. Examine housing available at these levels.

Investigate financial aspects of home ownership. Include considerations involved in buying or building a home, buying a mobile or manufactured home, buying an apartment in a condominium complex. Secure help in estimating appreciation and depreciation of values.

Prepare an estimate of total costs involved in the purchase of a home.
- Down payment
- Closing costs
- Title clearance
- Recording deed

	Payment; interest and principal Taxes Maintenance Insurance
Parenthood	Estimate expenses for a baby's first year, considering medical and hospital charges, clothing, baby food, furniture and equipment, diaper service, toys, moving into larger living quarters, insurance coverage.
Protection	Develop a hierarchy of different insurance needs for a young married couple or an individual. Investigate the policies and the costs of premiums paid monthly, quarterly, semi-annually, annually. Dramatize or show by skits the importance of saving for future needs, such as a financial emergency or an educational need. Study wills, including: Why a young couple or individual needs a will Where to keep the will Need for review and revision of a will Need for securing legal assistance concerning the will Analyze individual and family situations which require different types of financial protection. Report from news media, or other sources, instances of need of financial security for the individual or young couple under emergency situations, such as: illness, accidents, fire or theft, unemployment, education costs, or other emergencies.
Records, papers, policies	Propose a filing system for financial papers and records that would be needed by a young couple or an individual.
Preparation for employment or advancement	Invite a representative of the employment commission to discuss employment opportunities and income expectation for persons with various levels of education and job training. Study current literature as preparation for discussions on the need for continuing study and up-grading of training throughout the entire span for employment.
Money management and family stability	Use topics such as the following for students' research and reports: Money management—a key to success in family living. Managing money wisely contributes to stable homes. Others. Through role playing situations show relationship between money management concepts and family stability,

such as democratic decisions, attitudes toward money, values and goals, communication among family members, differences in background.

From research and observations, discuss some of the benefits that may be derived from family members working together in developing a financial program.

RESPONSIBLE CONSUMER-CITIZENS
(Specific Concept)

Specific Objectives

Discovers evidences of influences of consumers in the market place (Cognitive—Analysis).

Becomes aware of community services provided families (Affective—Receiving).

Identifies community services needed and possible way of attainment (Cognitive—Knowledge).

Realizes the civic responsibility of consumers for care and use of private and public property (Affective-Receiving).

Appraises economic and self-fulfillment values of education and preparation for the world of work (Cognitive—Evaluation).

GENERALIZATIONS

Concerted efforts of consumers can bring about improved services, legislation and information for families.

Selection of one item instead of others available denotes to the retailer or manufacturer the consumer's preference.

Consumer responsibility involves an understanding of the terms used in labels, seals and warranties and their meaning.

Private and governmental agencies, mass media, and educational institutions are sources of information and assistance for consumers.

Informed consumers making rational and discriminating choices influence goods and services available to consumers.

The support and cooperation of groups of informed citizens influence retailing practices.

Civic responsibility involves regard for public property as well as for private property.

CONTENT:

Responsible Consumer-Citizens

Consumer aids and protection

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Invite resource persons, from public health department, agriculture extension service, Better Business Bureau, and health department to discuss services available to consumers.

Determine local agencies and regulations concerned with consumer problems, needs and protection. Identify types of consumer assistance offered through each.

Consumer action	Identify a consumer need in the community that merits action. Propose ways individuals or groups may be influential in bringing about a change that would benefit family health.
Community needs and taxation	Invite county or city representatives to give information on how community needs are determined and financed.
	List services and facilities available to consumers, the cost of which would be prohibitive if financed privately.
	Cite examples of ways in which taxation has benefited individuals, and families and contributed to community betterment.
	Brainstorm ways an individual may meet community needs in her home while advancing herself economically. (Child care, home sewing, baking, antique shop, upholstering furniture.)
Civic responsibility for property	Arrange a panel discussion on citizens' responsibility in caring for public property, using resource persons, such as superintendent of schools, city manager, police, store or restaurant owner, landlord. Seek estimates on annual costs of vandalism.
	Groups buzz on examples of disregard for private property of others, such as making paths across lawns, damage to shrubbery and flowers, inadequate control of garbage, damage to cars, damage to rented property.
	Give original short skits on consumer attitudes and behavior which illustrate concern or lack of concern for property of others.
	Discuss how upkeep of private property is a civic responsibility and a community asset.
Value of education and preparation for work	Collect data and statistics to show the values of education and the need of preparation for work.
	Examine the pros and cons of homemakers being prepared to earn a living even though they may not plan to work.
	Justify the need for educated homemakers, educated citizens, and persons prepared for employment.
	Investigate the educational requirements and opportunities for employment in home economics occupations and professions.

UNIT EVALUATION

Evaluation of progress toward the unit objective: The student perceives roles of homemakers as responsible consumers and responsible consumer-citizens.

Suggested Experiences	Representative Behavioral Outcomes
Each student project herself into her future role as a homemaker and select three main ideas from the unit, Family Consumer Responsibility, which she thinks would have priority in her role as a responsible consumer-homemaker and two, in her role as a responsible consumer-citizen. Justify each priority.	The following main ideas from the unit will provide the bases for students' summarized statements: Responsible Consumer-Homemaker Planned financial program Family housing Parenthood Financial protection Family business record and papers Preparation for employment Family stability and money management Responsible Consumer-Citizen Consumer aids and protection Consumer action Consumer needs and taxation Civic responsibility for property Value of education and preparation for work

FAMILY LIVING AREA—CONSUMPTION OF GOODS AND SERVICES

FAMILY LIVING

UNIT: FAMILY MONEY MANAGEMENT
(12 weeks)

Unit Objective: Upon completion of this unit of instruction the student will evidence some abilities essential in assuming the role of a consumer in the family and in the community.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
The Family and the Budget Values of a budget Values, goals, needs, wants Budgeting Record keeping Family participation in budgeting Conserving and extending income Family financial protection Positive approach to budgeting	Personal Development Nutrition and Food Clothing Housing Child Development Family Relationships Consumer Education
Homemakers and the Market Place Shopping Consumer aids and protection Sales and specials Use and maintenance of purchases Complaints and dissatisfactions	Personal Development Nutrition and Food Clothing Housing Consumer Education
Homemakers and Credit Kinds of credit Responsible use of credit Cost of credit Credit rating Legal aspects of credit	Consumer Education
Homemakers as Consumer-Citizens Community services available to families Consumer action Community needs and taxation Economic value of education and preparation for employment Civic responsibility for private and public property	Personal Development Consumer Education Employment Orientation

THE FAMILY AND THE BUDGET
(Specific Concept)

Specific Objectives

Weighs values, needs, and wants in relation to what a family can afford, considering both immediate and long-range goals (Affective—Organization).

Examines the values associated with a budget for family spending (Affective—Valuing).

Develops a financial plan for a beginning family (Cognitive—Synthesis).

Derives satisfaction from developing a plan for family spending (Affective—Responding).

Discovers ways to make a budget work (Cognitive—Analysis).

Realizes the relationship between sound practices in money management and family stability (Cognitive—Comprehension).

Develops guidelines for financial safeguards for an individual on the job or for a young family (Cognitive—Comprehension).

Plans for living costs for a beginning family on different income levels: two incomes; one income (Cognitive—Synthesis).

Discovers ways family income resources may be conserved or extended (Cognitive—Analysis).

Acquires information relative to kinds of financial protection considered desirable for a beginning family (Cognitive—Knowledge).

GENERALIZATIONS

Productivity of family members and use and care of possessions are means of extending the total income.

Determining priorities in the allocation of income contributes to maximum satisfaction from financial resources.

Ability to make and use a money spending plan is an essential aspect of management.

A budget is realistic to the extent that it is tailored to the total income in relation to fixed and flexible expenditures, immediate and long-range financial needs, values and goals, stage in the family cycle, unexpected emergencies and/or opportunities.

Consideration of living costs in relation to what a family can afford represents responsible consumer behavior.

Sound financial management contributes to harmonious family living.

Focusing on priorities in the allocation of the income contributes to maximum satisfaction from financial resources.

A spending plan facilitates effective use of income in furthering family well-being.

Involvement of family members in making a budget contributes to understanding family financial resources in relation to individual and family needs, wants, and desires.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
The Family and the Budget	
Values of a budget	Discuss importance of and satisfactions from developing a budget. View film strips or films and identify values of a budget. Have a debate on planned family spending as a means of deriving most from the income. Arrange and present a skit on financial problems and possible solutions which would result from planning. Ideas may be found in magazine articles.
Values, goals, needs, wants	Analyze different situations faced by families or couples, to show what is most valued, such as a husband con-

sidering returning to school or taking training in technical school; a family, deciding what is important for them; and others.

Cite examples of influences on the way income is used, considering values and goals and needs and wants.

Review records of expenditures from family case studies and identify the different values families hold as evidenced by patterns of spending.

Collect as many examples as possible from radio, TV, current magazines or papers, and/or cartoons that reflect values, goals, needs, wants, or standards as a basis for discussion.

Budgeting

Investigate types of financial plans and criteria for evaluating them.

Participate in developing a budget for a young married couple or a single person, using local current income levels and prices. Include in the budget provision for one immediate and one long-range priority.

Evaluate budget in terms of criteria derived from references, interviews with others, class discussions.

Using budget planned, have groups in class suggest ways families may adjust budget to meet unexpected circumstances, such as:

From single income to two incomes or vice versa
Opportunity to take a trip abroad
Opportunity to buy good furniture at a going-out-of-business sale
A $750 bill for illness not covered by insurance
A major unexpected repair bill for the family automobile or the roof of the house
Pregnancy
Increase or decrease in income

Study factors to consider in selecting housing; students analyze housing needs of individuals and families.

Investigate financial considerations favoring renting or buying a home for a young family, considering apartments, houses, mobile homes.

Report on how much a family can afford to invest in housing at various income levels. Examine housing available at these levels.

Prepare an estimate of costs involved in the purchase of a home.

Down payment
Closing costs
Title clearance

Recording deed
Payments—interest, principal
Taxes
Maintenance
Insurance

Develop a plan for cycling major clothing expenditures for a couple or an individual to spread more nearly equal clothing costs from year to year.

Record keeping

Use case studies and other sources to identify record keeping practices, the kinds of records needed and the value of family financial records.

Interview different individuals to gain ideas for effective ways of keeping records.

Devise a system for keeping records appropriate for an individual or for a beginning family.

Analyze financial records to identify what records reveal about spending practices.

Keep a record of money spent for food for a month. List expenditures according to Basic Food groups, including food items not falling in any Basic group. Note groups which require greater expenditures. Analyze ways to provide a well balanced diet economically.

Study an income tax form. Indicate the kinds of records required for income and deductions. Propose a system for keeping records of essential data.

Family participation in budgeting

Discuss contributions which the husband and wife may each make to the development of a budget; the value of each sharing in making the budget; and the value of contributions of other family members in financial planning.

Small groups simulate family planning in consideration of merging of two incomes; handling two incomes separately; personal spending money; purchase of a large item; and other situations. Present simulations to class for discussion.

Explore possible ways young children may learn that family members talk about money matters, work together in deciding how money may be used, and consider needs and wants of all family members.

Interview parents to find out some practices used in providing experiences for young children in managing money.

Conserving and extending income

Identify specific ways real income may be increased by use of skills, talents, and abilities to help meet family needs and wants; use and care of posses-

	sions; use of time and energy to reduce money expenditure; and economical use of utilities and supplies.
	Estimate in dollars the yearly value of a service performed in the home by a family member.
Family financial protection	Identify in the budget provisions for financial protection for a beginning family or an individual. Indicate additional types of financial protection desirable for a young couple or an individual.
	Study wills, including: Need of a young couple or individual for a will Need for securing legal assistance Safe repository for will Revision and review
	Report from news media or other sources, instances of need of financial security for the individual or young couple under emergency situations, such as illness, accident, fire or theft, unemployment, education costs, or other emergency.
Positive approach to budgeting	Explain relationships between human factors such as will power and determination and the success of a financial plan.
	Predict possible outcomes when rationalization takes precedence over will power.
	From reading, observation and personal experiences, suggest ways to make a budget work.

HOMEMAKERS AND THE MARKET PLACE

(Specific Concept)

Specific Objectives

Identifies responsibilities of consumers in the market place (Cognitive—Knowledge).

Becomes familiar with the privileges of consumers and the proper exercise of these privileges (Cognitive—Knowledge).

Recognizes the reciprocal relationships of the buyer and the seller (Cognitive—Knowledge).

Identifies consumer resources available to individual and families (Cognitive—Knowledge).

Differentiates between information useful to the consumer and information that is ambiguous or emotional in appeal (Cognitive—Analysis).

Acquires information which enables an individual to reach decisions about what, where, when and whether or not to buy (Cognitive—Knowledge).

Becomes aware of information which may aid the consumer in making suitable choices in light of values held (Affective—Receiving).

Uses consumer information when making purchases (Cognitive—Application).

GENERALIZATIONS

Consumer responsibility involves an understanding of the terms used in labels, seals, and warranties and their meaning.

Careless handling of merchandise and the privilege of charge accounts influence the cost of consumer goods.

The consumer has the responsibility to follow the manufacturer's directions for use, maintenance, and care of purchases in order to obtain the best service.

Laws and regulations afford protection and guidance to consumers.

The consumer bears responsibility for utilizing available information in making choices in the market place.

The consumer has both the privilege and the responsibility to register a consumer complaint.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Homemakers and the Market Place	
Shopping	
Product information	Study labels or tags on foods, clothing, furniture. Look for useful information and identify information required by law.
	Examine a recent purchase and report on information given and information desired for the purchase.
	Analyze trademarks, seals of approval, brand names, labels, guarantees, warranties, and the like, which students have seen, as to their meaning and protection they assure. Draw conclusions as to assurances the consumer may expect.
	Provide information on foods, clothing, furniture. Explain the meaning of the information and decide whether or not the product represents a good buy.
	Formulate criteria for consumer information on a selected product. Evaluate advertisements in magazines and newspapers, TV commercials, labels, and tags on the basis of the criteria.
Examination of merchandise	Compare similar articles in different price ranges to identify points to look for when examining merchandise—food, clothing, furniture.
	Students demonstrate desirable and undesirable ways to examine merchandise.
	Summarize why examination of merchandise before making a purchase is an important responsibility of the consumer.
	Interview managers of grocery stores, clerks in dress departments, and sales persons in a furniture store to discuss estimated cost of losses from mishandling of goods by consumers.

Buying

Cite some advantages of planned buying and some hazards of impulse buying.

Use the following or similar steps when buying:
- Check similar items on hand.
- Discover possible needed items.
- Assign priorities on the basis of values and goals.
- Determine most desired qualities.
- Estimate cost.
- Make complete shopping list.
- Consider possible needs or wants which necessitate a purchase.
- Make purchase on basis of product information.
- Enter the purchase on record of expenditures.

Compile a list of responsibilities of consumers in order to help themselves and others.

Observe and report on careful and careless shopping practices which affect consumer costs; use a variety of situations, such as grocery store, department store, and specialty shops.

Have group skits on right and wrong practices when making a purchase.

Secure a resource person to talk on the responsible shopper.

Reciprocal responsibilities of merchant and shopper

Analyze aspects of responsibilities merchant and shopper share in such ways as:
- Showing merchandise—Examining with care.
- Extending credit—Paying accounts.
- Providing consumer information—Familiarizing self with consumer information.
- Guaranteeing products—Using products according to directions.
- Making adjustments—Justifiable complaint.
- Providing sanitary restroom—Using responsibly.

Consumer aids and protection

Study and report on protective agencies and organizations which help consumers get what they pay for.

Discover, study and report on local, state and federal agencies for consumer protection in home and family situations.

Examine statements concerning laws and regulations which protect interests of the consumer. Find out procedure for reporting a supposed infraction on a regulation.

Prepare a display showing different types of consumer protection and insignia, trademarks, and/or warranties, if applicable.

Sales and specials	Examine newspapers for notices of storewide sales, sales on certain items, and grocery specials. Explain reasons for seasonal sales, emergency sales, white sales, and months when certain types of merchandise are frequently on sale. Formulate some safeguards for consumers in taking advantage of a sale. Analyze potential saving which may be realized by buying several grocery items which are featured as "specials;" try to locate one which represents no saving. Give some examples of items bought on sale which were wise purchases and some which were not good buys.
Use and maintenance of purchases	Demonstrate the use and care of different items of equipment and merchandise, according to manufacturer's instructions. Use equipment manuals and instruction books on use and care for one or more pieces of equipment in the home and home economics department. Give illustrations of instances in which an article became unusable as a result of improper methods of use, upkeep, or maintenance. Arrange a display showing how proper use and maintenance of common household and personal articles may enhance and/or preserve their appearance and durability.
Complaints and dissatisfactions	Write an example of a letter to a store in which a complaint is reported and justified. Role play interviews between adjustment office personnel in a store and consumers in which consumer practices when registering a complaint or returning an article are brought out. Give reasons for a store to accept returned merchandise and some reasons for not accepting it. Identify types of merchandise for which the customer is not justified in registering dissatisfaction. Discuss the responsibilities of the consumer and of the merchant in event of a dissatisfied customer.

HOMEMAKERS AND CREDIT

(Specific Concept)

Specific Objectives

Recognizes the place of consumer credit in family living (Cognitive—Analysis).

Identifies consequences of failure to fulfill credit obligations (Cognitive—Knowledge).

Compares wise and unwise use of credit privileges (Cognitive—Evaluation).

Knows the bases for establishing credit rating (Cognitive—Knowledge).

Weighs the consequences of over-extended use of credit (Affective—Organization).

GENERALIZATIONS

Shopping for credit involves understanding financing procedures and costs.

Credit is an integral part of family money management.

A favorable credit rating enhances opportunities for obtaining credit.

The use of credit involves assuming legal and moral obligations.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Homemakers and Credit	
Kinds of credit	Investigate and illustrate the kinds of credit available to consumers. Examine pros and cons of different kinds of credit in relation to intended uses.
Responsible use of credit	Consider ways in which credit may enhance family living in ways such as home ownership, education or training, additional space or facilities in the home. Formulate points to emphasize in an argument with a parent concerning the purchase of a second car when the parent's view is "not if we can't pay cash." Justify or refute the parent's point of view. Study and report on the advantages and disadvantages of using consumer credit. How can an advantage for one person be a disadvantage for another? Discuss when the use of credit would be practical, impractical. Justify use or non-use of credit for major expenditures such as: purchase a boat, a year's study, vacation trip, a washer and dryer, color TV, new automobile. Discuss ways to avoid the hazards of over-extension of credit. Summarize key points.

Cost of credit	Find out factors that affect consumer credit cost. Compare differences in costs of major purchases when payment is made by cash, by credit. Investigate the total cost of financing a new or used car, determine different types of credit available and illustrate each. Obtain and fill out necessary forms to buy a car. Role play psychological costs of credit which may threaten personal or family stability.
Credit rating	List advantages of establishing a favorable credit rating. Students explain how character, collateral and capacity are related to ability or inability to obtain credit. Investigate to find out how an individual or family may obtain information on personal credit rating. Determine safe guidelines for amount of credit a young couple or an individual can afford on a given income. Case studies may be used for examples. Students role play making application for credit. A couple needs money to purchase furniture for an apartment. Include in the skit the conditions the couple must satisfy before they are eligible for the credit. Plan and take a field trip to a bank to learn the services of a bank with respect to credit.
Legal aspects of credit	Secure resource persons to speak on legal aspects of credit. For example: lawyer, Better Business Bureau representative, banker. Collect credit contracts and identify the legal aspects of the contracts. Clarify consequences of failure to fulfill terms of contracts. Role play the consequences if a couple or an individual, because of unexpected circumstances, cannot meet payments as they come due. Use terms, such as repossession, garnisheeing of wages, bankruptcy, and refinancing to illustrate possible consequences and/or alternatives.

HOMEMAKERS AS CONSUMER-CITIZENS

(Specific Concept)

Specific Objectives

Discovers evidences of influences of consumers on retailing (Cognitive—Analysis).

Becomes aware of consumer services provided families (Affective—Receiving).

Examines laws and regulations which afford consumer protection and guidance (Cognitive—Application).

Identifies community services needed and possible ways of attainment (Cognitive—Knowledge).

Realizes the civic responsibility of consumers for care and use of private and public property (Affective—Receiving).

Appraises economic value of education and preparation for the world of work (Cognitive—Evaluation).

Perceives opportunities for self-fulfillment through education and preparation for homemaking and employment (Cognitive—Synthesis).

GENERALIZATIONS

Concerted efforts of consumers may bring about improved services, legislation and information for families.

Selection of an item rather than another denotes to the retailer or manufacturer a consumer preference.

Laws and regulations afford protection and guidance in making purchases.

Private and governmental agencies, mass media, and educational institutions are sources of information and assistance for consumers.

Informed consumers making rational and discriminating choices influence goods and servces available to consumers.

Civic responsibility of the consumer involves regard for both public and private property.

CONTENT:	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Homemakers as Consumer-Citizens	
Community services available to families	Make a survey of consumer services available in the community, as financed from public funds and paid for through taxation. Compile a list. Investigate current taxes and rates—city or county, state and national. Cite examples of how taxation benefits the community. Investigate agencies and bureaus to which consumers may appeal when there are claims to be made and services that may be expected.
Consumer action	Have students investigate how consumer demand influences merchandise and services available. Identify a consumer need in the community that merits action. Propose ways individuals or groups may be influential in bringing about a change that would benefit the consumer.

Community needs and taxation	Students identify some recent community improvements such as: new school, community hospital, recreation facilities, civic beautification, public libraries and community centers. Find out how these were financed. Groups of students identify a community improvement or development project that they feel is needed and indicate what they would be willing to do as a citizen to obtain it.
Economic value of education and preparation for employment	Investigate, discuss in buzz groups, and report to class: Education is a resource for the family and for the community. Preparation for the world of work is a need for youth and adults, men and women. Training for a job is potential income. Continuous preparation for employment is needed throughout life. Preparation for homemaking contributes to one's employability. Discuss: Characteristics which make one employable Factors which must be considered if one works outside the home Availability of jobs for single girls; for married women Occupational and professional opportunities in home economics Prepare a graph to show the differences in occupations and incomes for school dropouts, high school graduates with and without occupational training, post high school technicians, and college graduates. Prepare individual reports on work interested in and education and/or training needed for this employment, including economic benefits, fringe benefits, hours, nature of work.
Civic responsibility for private and public property	Establish a list of guidelines to observe in caring for and using private and public property. Arrange a panel discussion on citizens' responsibility in caring for public property, using resource persons, such as superintendent of schools, city manager, police officer, store or restaurant owner, landlord. Seek estimates on annual costs of vandalism. Groups buzz on examples of disregard for private property of others such as making paths across lawns, damage to shrubbery and flowers, inadequate control of garbage, damage to cars, damage to rented property. Give original skits on consumer attitudes and behavior which illustrate concern or lack of concern for property of others.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student evidences some abilities essential in assuming the role of a consumer in the family and in the community.

Suggested Experiences	Representative Behavioral Outcomes
The student will list at least eight factors to consider in planning a family budget and explain the importance of each factor.	The student will include at least eight of the following factors to consider in planning a budget: Income—disposable, discretionary Values of family members Goals—short-range, long-range Cooperative planning Basic fixed expenses Basic needs of family members Family protection Use of credit Taxes Savings Record keeping
Assume a television set is to be purchased by you or your family. Explain in writing three essential factors in making a wise choice. Write the factors, followed by at least three sentences about each factor.	Any three of the following factors, named by the student, would reflect understanding of considerations involved in making choices. Demonstrated need or purpose of article Selection of reliable store Comparison shopping Purchase within budget Reading labels Examine warranties or guarantees Consult published information on item, other than advertising
Students explain or give an example of a process of securing adjustment on an unsatisfactory purchase.	The process may include one or more of the following procedures: Present the purchase slip, warranty or guarantee for the item (Proof of Purchase) Explain difficulty to proper person in the store Write the manufacturer of trouble Report problem to consumer interest agencies
Develop the theme, CREDIT WHAT, in any one of the following ways. Who should use credit and when. Having and keeping a credit rating. Alternatives to cash. Taking responsibility for credit privileges.	Student incorporates appropriate learnings in topic selected. Place of credit in the family. Various types of credit. Cost of credit. Establishing a credit rating. Sources of credit. Maintaining a credit rating. Wise use of credit. Responsibility of the consumer.

The students propose a community need, such as a bond issue for a new school, and suggest ways homemakers, as a consumer-citizen, may be influential in filling the need.

Legal aspects of accepting credit.
Consequences of failure to meet credit obligations.
Cash payment.
Safe guidelines for amount of credit.

Student's response will evidence the following considerations:

Justify the need.
Evidence knowledge of present services
Know what is missing
Include the responsibility to be placed on the consumer-citizens if the need is to be met.
Suggest possible approaches which may result in action.

CULTURAL DEVELOPMENT IN THE FAMILY

OVERVIEW

The individual is influenced and affected by his culture, his total environment; conversely, the individual influences and affects the culture by his actions, his attitudes relating to social customs, and his interactions with others.

An understanding of one's culture contributes to a sense of personal identity. As an individual becomes aware of mores and customs, he gains some understanding of self and becomes conscious of the relationship of culture to what he becoming and what he may become.

Units in Cultural Development in the Family relate to: past and present social influences; traditions and customs; hospitality, graciousness, and social usage; appreciation and enjoyment of beauty; cultural opportunities; education; and, the dual role homemaker. Throughout the units, students have opportunities to examine cultural patterns as related to values and to consider ways of reconciling variances. Interaction among youth and adults and among different groups aids individuals in understanding varying points of view.

Cultural Development in the Family furthers an individual's awareness of what is expected of him as a social being and increases his understanding of the culture of which he is a part.

CULTURAL DEVELOPMENT IN THE FAMILY

SPECIFIC CONCEPTS AND CONTENT

Sixth Grade THE YOUNG GENERATION AND CULTURE

Influences on Youth
- Family
- Friends
- Adults
- Experiences

Influences of Culture on Conduct
- Personal values
- Parental influences
- Peer influences
- Social influences
- Spiritual influences

Beauty and Culture
- Recognition
- Appreciation
- Enjoyment

Seventh Grade TODAY'S TEENAGERS AND CULTURE

Teenage Customs
- Identification of customs
- Bases for customs

Youth in Society
- Desire for independence
- Desire for participation in worthwhile causes
- Humanitarian interests
- Vocational aspirations

Year I CULTURAL INFLUENCES ON INDIVIDUALS

One's Heritage
- Family heritage
- Social heritage

Cultural Influences
- Independence of youth
  - Increasing voice of youth
  - Generation gap
  - Dating
- Home and family
  - One-parent family
  - Early marriage
  - Family obligations
  - Drugs
- Vocations
  - Employability
  - Education
  - Job and career opportunities

Year II CULTURAL ENRICHMENT

Gracious Living
- Friendliness, charm
- Hospitality
- Social amenities
- Poise

Beauty in Surroundings
- Awareness of beauty
- Clothing
- Housing
- Food

Leisure
- Cultural opportunities and leisure
- Homemaking specialties and leisure

Year III CULTURAL INFLUENCES ON FAMILY LIVING

Culture and Family
- Roles in family
- Aspirations of family members
- Employment and employability
- Cultural development in the home
  - Reading material
  - Audio and/or visual media
  - Conversation

Culture and Community
- Opportunities
  - Education
  - Recreation
  - Social and/or civic opportunities
  - Spiritual development
- Needs
  - New families and community life
  - Concern for others

Family Living CULTURAL ENVIRONMENT

Cultural Heritage
- Family traditions
- Education
- Community resources
- Social customs

Cultural Forces
- Voice of youth
- Problems of youth
- Problems of families

Beauty in Surroundings
- Awareness of beauty
- Achievement of beauty

Hospitality and Graciousness ....

Friendliness
Entertaining
Courtesy

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

GRADE 6

UNIT: THE YOUNG GENERATION AND CULTURE

(3 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will become aware of influences of persons and experiences on own cultural development.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Influences on Youth Family Friends Adults Experiences	Personal Development
Influences of Culture on Conduct Personal Values Parental Influences Peer Influences Social Influences Spiritual Influences	Personal Development Social Usage
Beauty and Culture Recognition Appreciation Enjoyment	Personal Development

INFLUENCES ON YOUTH

(Specific Concept)

Specific Objectives

Becomes aware of ways in which individuals influence each other. (Affective-Receiving)

Explains behaviors that are influenced by experiences and/or the community environment. (Cognitive-Comprehension)

GENERALIZATIONS

An individual's cultural development is influenced by persons and experiences.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Influences on Youth	
Family	Make collages or other means of illustrating ways the family has influenced cultural practices of class members in areas such as health, education, conduct, interests, hobbies, character, punctuality orderliness, sympathies, or prejudices.

Develop a list of things families hold important, and students also regard as being important, which have had an influence on them.

Friends

Participate in mini-dramas showing ways in which friends may exert positive and/or negative influences on personal development.

Explain ways in which students influence friends.

Adults

Develop in small groups a list of influences which adults outside the family have had on students. Plan a unique way to share these influences with others in the class, such as: skit, bulletin board, a panel discussion, a game, charade; or write an essay on "The most influential person in my life."

Plan and carry out a bulletin board which summarizes ways various groups influence youth.

Provide pictures, tapes, and case studies identifying ways family, friends, and adults influence youth.

Experiences

Share some recent pleasant experiences and a cultural benefit derived from them.

Develop a pool of ideas which, if carried out, could contribute to the cultural development of students. Identify an idea to carry out individually.

Report an instance from stories, history, TV programs, plays, and/or movies of influences on youth which are related to cultural development.

Complete open-end statement: "An experience I would like most to have is . . ."

Explore experiences of a cultural nature available to youth in own and nearby communities. Categorize experiences as educational, social, historical, recreational, and aesthetic.

INFLUENCE OF CULTURE ON CONDUCT

(Specific Concept)

Specific Objectives

Cites examples of influences which have contributed to satisfactory or unsatisfactory decisions concerning conduct. (Cognitive—Comprehension)

Differentiates between wise and unwise decisions relative to conduct. (Cognitive—Comprehension)

Seeks guidance in reaching decisions relative to conduct. (Affective—Responding)

GENERALIZATIONS

Conduct of young people reflects cultural influences that have an impact on their behavior.

Decisions represent choices resulting from consideration of cultural influences.

Responsible behavior requires consideration of possible advantages and disadvantages of alternatives.

CONTENT

Influences of Culture on Conduct

- Personal Values
- Parental Influences
- Peer Influences
- Social Influences
- Spiritual Influences

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Teacher makes case situations in which students have to use their own judgment in deciding which of two situations is better on the basis of values they believe to be important.

Discuss wise and unwise decisions students and others have made. Include discussion of factors considered in reaching decisions.

Role play certain situations, such as attending a movie, going to a forbidden place, or going to a school game, and have students indicate how decisions were influenced by one or more of the following: parents, peers, society, spiritual influences, or personal values.

Form a panel on which students assume the assigned roles of community leader, parent, friend, teacher, minister. Panel members would express their respective points of view on problems or questions pertaining to values that students have submitted anonymously.

Divide class into buzz groups—discuss how parents, peers, society, spiritual influences, and personal values affect decisions concerning conduct and manners.

Conduct round table discussion, led by teacher, on how students make their own decisions concerning conduct and what influences affect decisions.

Select cartoons or comics to illustrate decisions and decide upon some influences which affected the resulting decisions.

Explore references and consult other persons for guidance in reaching decisions relative to cultural influences on conduct.

Help class members set up a conduct code for sixth graders which reflects decisions made by class group.

BEAUTY AND CULTURE

(Specific Concept)

Specific Objectives

Becomes aware of beauty in one's environment. (Affective—Receiving)

Derives pleasure from seeing beauty. (Affective—Responding)

GENERALIZATIONS

Perception of beauty in everyday surroundings adds richness to living.

Individuals derive satisfactions from perceiving beauty in the environment.

CONTENT

Beauty and Culture

- Recognition
- Appreciation
- Enjoyment

SOME SUGGESTED EXPERIENCES

(Learning—Evaluation)

Cite examples of how beauty or ugliness may be related to feelings and/or conduct (clothes, meals, nature).

Without giving names, students give examples of beauty observed in features of persons or objects in the class or classroom.

Each student, without previous preparation, write down one example of beauty observed on the way to school, then show how awareness and appreciation of beauty are related to cultural development or enjoyment of surroundings.

Establish a "cultural center" in the homemaking department that will be continuous throughout the year to promote appreciation of various aspects of our own and other cultures. It may include examples of literature, art, poetry, collections, clothing, etc. The items would be changed periodically.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student shows interest in influences of persons and experiences on own cultural development.

Suggested Experiences	Representative Behavioral Outcomes
Students cite specific examples of persons or experiences that have had an influence on their cultural development.	Some influences which may be cited by students follow. Family Peers Adults Social experiences Spiritual experiences Nature and beauty

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

GRADE 7

UNIT: TODAY'S TEENAGERS AND CULTURE
(3 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will identify some ways in which teenagers and their culture are interrelated.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Teenage Customs Identification of customs Bases for customs	Personal Development Family Relationships Social Usage
Youth in Society Desire for independence Desire for participation in worthwhile causes Humanitarian interests Vocational aspirations	Personal Development

TEENAGE CUSTOMS
(Specific Concept)

Specific Objectives

Identifies current teenage customs. (Cognitive—Knowledge)

Explains the bases for at least one current teenage custom. (Cognitive—Comprehension)

Differentiates between customs having a temporary influence and those having a more lasting influence. (Cognitive—Comprehension)

Identifies social customs that may contribute to development and customs that may hamper it. (Cognitive—Knowledge)

GENERALIZATIONS

The individual needs to be aware of the meaning his conduct communicates to others.

Social customs and practices convey impressions of what the individual is, does, and believes.

Cultures differ in what is considered acceptable social behavior.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Teenage Customs	
Identification of customs	Conduct a brainstorming session. Students indicate current teenage customs in their community (teacher makes list on board). Follow brainstorm session with a discussion on how these teenage customs affect others, and why these customs are considered customs.

Determine how certain teenage customs contribute to own development, development of peers.

Teacher helps students consider customs in two categories: those with a temporary influence and those with a more lasting effect.

Describe family and teenage customs which are enjoyed and those which are not enjoyed.

Bases for customs

Discuss the meaning of the term "Our Generation." Describe how it has been influenced by the preceding generation. Describe the predicament for the present generation if there had been no older generation. What has made you the individual you are today?

Discuss how social customs vary from country to country or generation to generation. Identify differences in customs of teenagers today and those of the past generation and what has influenced customs of today.

Investigate the origin of certain customs of social usage and the influences which brought them about.

YOUTH IN SOCIETY

(Specific Concept)

Specific Objectives

Becomes sensitive to aspects of life in which the teenager may be independent and those aspects for which one is not ready to assume the responsibility for independence. (Affective—Receiving)

Cites examples of the process of progressing from a dependent to a more independent mode of behavior. (Cognitive—Comprehension)

Cites examples of contributions of youth in today's society. (Cognitive—Comprehension)

Indicates social causes to which youth may make a constructive contribution. (Cognitive—Comprehension)

Recognizes opportunities for young people to show regard and concern for others in society both near and far. (Cognitive—Knowledge)

Considers ways in which education, parental vocations, and opportunities in the community relate to vocational aspirations of young people. (Cognitive—Comprehension)

Becomes aware of personal aspirations and cultural factors which have an influence on them. (Affective—Receiving)

GENERALIZATIONS

A sense of independence is acquired gradually and continuously as individuals behave in increasingly responsible and mature ways.

A sense of self-worth and self-esteem is enhanced through participation in activities which make a contribution to the betterment of individuals and society.

Youth have opportunities and responsibilities to contribute to the betterment of society.

Customs within a culture have an influence on vocational aspirations.

Consideration of vocational aspirations affords opportunities for making choices and decisions related to one's goals.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Youth in Society	
Desire for independence	In small groups formulate examples which illustrate the interrelationship of independence and responsibility. Discuss two case situations—one in which the student is ready to assume responsibility for independence and one in which the student is not ready. Discuss other situations in which students may or may not be ready for independence. Choosing friends Choosing clothes Planning and serving family meals Choosing own food Deciding how to spend money Discuss differing views held by families in regard to youth's desire for independence.
Desire for participation in worthwhile causes	Discuss social concerns that exist in a particular community, such as pollution, highway clean-ups, or paper drives, and ways in which youth may participate in these causes. Encourage student participation in causes which concern youth.
Humanitarian interests	Plan for representatives from various organizations to serve on a panel to present opportunities for participation in worthwhile causes. Use visual aids in class to help arouse a concern for others—(Students might want to do a hall bulletin board or posters to help arouse school interest). Plan a service project to meet a family or individual need in the community. Discuss with students how they could help someone in their neighborhood on a regular basis with shopping for groceries, mowing the lawn, babysitting, getting the mail or medicines from the drug store, shoveling snow, and the like.
Vocational aspirations	Arrange for students to tour local plants, industries, vocational education departments, and businesses to gain insight into adults' work as a basis for consideration of future occupations.

Write a paper on, "My Vocational Aspirations." In the paper, indicate cultural factors which had some influence on aspirations.

Discuss ways in which vocational choices may be influenced by a successful person who is admired, own ambition, ambition of parents, nature of parent's work, and opportunities to become acquainted with a variety of vocations.

Analyze vocational interest inventory test for indications of vocational interests.

Talk with counselors about course offerings for eighth graders and opportunities for volunteer work in relation to vocational interests.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student identifies some ways in which teenagers and their culture are interrelated.

Suggested Experiences	Representative Behavioral Outcomes
Write a statement about the relationship between any three of the following influences and own development: Teenage customs Family customs Social customs Desire for independence Participation in worthwhile causes Consideration of a vocation	Statements of customs have been combined with the suggested experience.

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

YEAR I

UNIT: CULTURAL INFLUENCES ON INDIVIDUALS

(6 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will recognize some cultural influences on his development.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
One's Heritage Family heritage Social heritage	Personal Development Family Relationships
Cultural Influences Independence of youth Home and family Vocations	Personal Development Family Relationships Family Health

ONE'S HERITAGE

(Specific Concept)

Specific Objectives

Examines family traditions to perceive those most meaningful. (Affective—Valuing)

Explains how family traditions and customs have influenced own development. (Cognitive—Comprehension)

Identifies impact of social customs on the development of individuals. (Cognitive—Knowledge)

Is conscious of the influence of the home on moral values of family members. (Affective—Receiving)

Indicates ways in which traditions and social customs influence moral values held. (Cognitive—Comprehension)

Contributes to aesthetic effects in the home. (Cognitive—Application)

GENERALIZATIONS

The influence of the home is a major aspect of one's cultural heritage.

Individuals influence and are influenced by the culture of the times.

Cultural development is an on-going, individualized, and conscious process.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
One's Heritage	
Family heritage	Discuss the meaning of the concept "Heritage," and why one should recognize some of the components of his heritage

Each student write a paragraph about a happy childhood experience in the family. Share with class and discuss the extent to which the experience has become a part of one's heritage.

Give illustrations of family traditions which are considered important. Discuss the importance of these as a part of one's heritage and development.

Report from interviews with four persons, of different ages and interests, family traditions which have been meaningful to the persons interviewed.

Discuss the pros and cons of changing traditions in relation to possible effects on the development of family members. Some instances of change are: working women, employed teenagers, moonlighting fathers, family mobility, emphasis on leisure.

Social heritage

Identify social customs which contribute to one's development. Examine and decide which are most meaningful.

Talk about social customs of past generations; present generation. Students decide which they would find hardest to live with or without. Justify decisions.

Identify something in present society which may become a heritage of the next generation.

Discuss ways in which certain days and special holidays are a part of our social heritage and how they tend to unify families and communities. Discuss possible contributions observance of special days may make to one's cultural development.

Investigate what grandparents or senior citizens considered their most enjoyable social activities as compared to the social activities considered most enjoyable today.

Identify some social customs which have been modified or discarded. Identify some social customs which are not likely to become obsolete (smiling, speaking to others).

Discuss why students think their families may be concerned about factors affecting their social development.
—Friends they choose
—Places they go
—Movies they see
—Literature they read
—Hours they keep
—Jobs they take
—Clothes they wear
—Church attendance
—Showing interest in others
—Honesty and integrity

Analyze the pros and cons of present-day dating practices. Consideration may be given to some of the following: courtesies, dress, going steady, places to go, things to do, hours, use of car, money, age to begin dating, education, morals, knowing family and friends, values and goals.

Volunteers report on articles pertaining to current social concerns.

Cite some social practices of teenagers which may cause them to be concerned when they are parents or grandparents.

Use question box for students' questions about moral and/or ethical issues of concern to them. Students research topics selected and report in class.

Summarize some of the moral and spiritual values that may be developed in the home.

CULTURAL INFLUENCES

(Specific Concept)

Specific Objectives

Considers effects of increasing voice of youth on home and family life. (Cognitive—Comprehension)

Explores ways in which generations may gain appreciation of differing points of view. (Cognitive—Analysis)

Analyzes cultural influences related to boy-girl associations. (Cognitive—Analysis)

Recognizes some cultural factors associated with one-parent families. (Cognitive—Knowledge)

Understands some factors which are related to the trend toward early marriage. (Cognitive—Comprehension)

Understands the reciprocal effect of cultural influences and use of drugs. (Cognitive—Comprehension)

Explains some of the relationships between changes that have occurred in the nature of employment and the preparation needed for types of jobs available. (Cognitive—Comprehension)

GENERALIZATIONS

Cultural mores of a generation affect what is considered to be acceptable behavior.

Intelligent decisions concerning cultural influences involve consideration of both immediate and long-range consequences of actions.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Cultural Influences	
Independence of youth Increasing voice of youth Generation gap Dating	Make a collage showing events and activities in which youth have a voice. Have a panel consisting of adults and youth to consider effects of increasing voice of youth on home and

family life. Discuss with each other the responsibilities and decisions youth are able to make in their families and those they wish they could make in improving the quality of family living.

Analyze letters to the editor written by youth, which show mature and immature expressions in regard to issues relating to the family.

Identify some current concerns such as dissent, pollution, volunteer services, population problems, or other issues pertaining to the family to which youth could make a constructive contribution; others, which require parental guidance. Cite possible effects of too limited a voice in family concerns or more voice than youth are able to exercise.

Organize class into small groups of four or five with a leader for each group to discuss concerns such as the following:

—Areas in which youth desire to have an opinion considered more frequently.

—Possible consequences should parents give more weight to opinion of youth.

—Areas in which youth should be able to make own decisions; youth should accept adult decisions.

Leaders from each group form a panel to present highlights from each discussion group.

Panel discussion on what is meant by the generation gap; why there may be a generation gap; how can it be narrowed. Students and adults contribute their thoughts on what they can do to make for better understanding between generations. Panel would be made up of some parents (not parents of the students) and some students.

Prepare reports using current magazines and other written materials and report on practices in youth culture which concern adults. Class discussion follows the giving of each report with emphasis on how to increase intergenerational understanding.

Develop a list of privileges which come with age or maturity.

Consider reasons it is hard for older generations to accept present pratices of youth in hair styles, grooming, eating habits, health.

Write on slips of paper some topics youth may find difficult to discuss with parents. Have these recorded on the chalkboard. Students discuss reasons why these topics are difficult to discuss with parents. Role play some difficult situations. Students initiate discussion with parents at home on a topic of concern in their families. Report on the outcomes; analyze factors which contributed to success or lack of success in communication; and plan ways to make future efforts in communication more successful.

List the factors which influence dating practices, such as:

Dating at an early age
Going steady at an early age
Group dating; couple dating
Dating at home; away from home
Showing interest in and liking others
Popularity

Home and family
- One-parent family
- Early marriage
- Family obligations
- Drugs

Complete the statement, "Influences of my family which I value . . ."

Summarize some of the influences of home and family which students value highly.

Consider cultural aspects of children reared in a one-parent family; effects of gaining a stepparent; gaining stepsisters or stepbrothers.

Examine consequences, if unwed mother decides to keep her baby, concerning information on birth certificate, answering questions about the father, explaining to child circumstances of his birth, records at time of entering school.

Consider cultural influences which may contribute to the prevalance of early marriage: pregnancy, marriage of peers, unhappy home situation, dislike for school, and other circumstances.

Engage in panel discussions on pros and cons of early marriage in which two teams participate. One makes a statement concerning early marriage which the other tries to refute. The panel which made the statement seeks to justify it. Panels exchange roles.

Locate reliable information on the stability of marriages during the teen years. Report in class.

Compose a list, through discussion, of some obligations of mothers, fathers, or youth which necessitate their being away from home. Classify the type of obligation involved, such as employment, business-related obligation, social function, school, sports, club meetings, and other obligations which result from cultural influences.

Discuss the meaning that participation in outside obligations (individually or jointly) may have for different family members in contributing to cultural development.

Propose ways obligations in families must be shifted when a family member is away from home.

Discuss the obligation of family members to keep in touch with each other as to where they are and when they may be expected home. Discuss the importance of this in showing consideration and the consequences of not doing this.

Propose ways of making the most of those times when family members are at home at the same time.

Through tapes, filmstrips, pamphlets, and talking with others, explore some of the influences in our culture which seem to be conducive to the drug habit.

Cite some of the hazards of drug use which are concerns of youth, families, and society.

Drop into a box questions students have relative to drugs. Each student or group of students draw a question from the box, research the question, report findings to the class on what seem to be some of the cultural influences related to the use of drugs.

Suggest ways youth may be helped to resist the temptation to experiment with drugs through achieving a sense of personal adequacy by their own efforts and the efforts of their families.

Vocations
- Employability
- Education
- Job and career opportunities

Secure resource persons to talk about the influences which have brought about the need for every person to have a salable skill when he leaves high school.

Invite a school official or other resource person to talk on changes which are taking place in business, industry, or education. Follow with a round table discussion on what education does for students in view of cultural changes.

View and discuss films and filmstrips pertaining to jobs and careers to recognize qualities needed for employment and to become aware of employment opportunities.

Summarize relationships discovered between opportunities and requirements for different types of employment and the education needed.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student recognizes some cultural influences on his development.

Suggested Experiences	Representative Behavioral Outcomes
Students cite and give examples of three cultural influences which have affected or are affecting their development.	Students' statements of relationships will include discussion of one or more of the items listed below under each influence selected. Family heritage Social heritage Independence of youth Home and family Vocations

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

YEAR II

UNIT: CULTURAL ENRICHMENT
(4 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will participate in home, family, and personal activities which contribute to cultural enrichment.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Gracious Living	Family Relationships
Friendliness, charm	Personal Development
Hospitality	Child Development
Social amenities	
Poise	
Beauty in Surroundings	Housing
Awareness of beauty	Clothing
Clothing	Food
Housing	
Food	
Leisure	Personal Development
Cultural opportunities and leisure	Family Relationships
Homemaking specialties and leisure	

GRACIOUS LIVING
(Specific Concept)

Specific Objectives

Cites ways of showing friendliness. (Cognitive—Knowledge)

Recognizes practices which contribute to gracious living. (Cognitive—Knowledge)

Weighs relative value of giving of self against expenditure of money in achieving gracious living. (Affective—Organization)

Derives pleasure in activities and practices associated with gracious living. (Affective—Responding)

Understands principles underlying etiquette. (Cognitive—Analysis)

Recognizes advantages in observing social amenities. (Cognitive—Analysis)

Is conscious of feelings of others in social situations. (Affective—Receiving)

Practices principles and rules of courtesy in family and social situations. (Affective—Responding)

Finds pleasure in following accepted social amenities. (Affective—Responding)

Recognizes that the development of gracious manners results from conscious effort throughout life. (Cognitive—Analysis)

Examines the relationship of acceptable social behavior to cultural enrichment. (Affective—Valuing)

GENERALIZATIONS

Courteous acts contribute to smooth relationships among people.

Social amenities are acquired, preferably early, and are added to, adjusted, and refined throughout life.

Practice of social amenities enhances one's self image and contributes to personal satisfaction.

Acceptable social conduct contributes to employability.

Knowledge of ways to show friendliness enhances possibility of becoming more friendly.

Each person's concept of gracious living is influenced by attitudes, values, and interpretations acquired through his experiences.

Consideration for others is the basis for gracious living.

Expressions of gracious living result from conscious effort as well as from influences in the environment.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Gracious Living	
Friendliness, charm	Without any prior preparation, students in small groups act out their concept of charm, friendliness. Differentiate between genuine and superficial evidences of what is thought to be "charm" and "friendliness." Develop concepts which begin with each letter in the word C-H-A-R-M. Discuss, to further clarify the meaning of charm. Cite instances of friendliness that have been meaningful to individuals and to their families. Report on current readings which reveal a need in our culture for friends and friendliness. Keep a record of the acts of friendliness observed in one day, including acts of older persons, peers, young children. Star acts of friendliness which students feel a need to cultivate and develop plans for becoming a friendlier person. Select persons whom students would like to have as friends or a new student in class. Decide upon some appropriate expressions of friendliness. Carry these out and report on the effect of their acts of friendliness on themselves and on other persons. Role play situations in which one may show young children, by example, how to be friendly. Tell about friendly gestures extended to families when the family was in distress due to a serious illness or other occasion. Identify some of the "little" things, done at little or no cost, that left a lasting impression.

Discuss ways a family either individually or as a member of a group may help ease the distress of individuals or families at times of crisis.

Decide upon some ways class members may show friendliness to each other. Plan for being more friendly in ways that will include every one in class.

Hospitality

Present skits to dramatize the "do's and don'ts" of being a gracious host or hostess.

- Guests in for a meal
- Taking guests to a movie
- Giving a party
- Entertaining guests at a restaurant
- Having a cookout or going on a picnic
- Having overnight guests in own home
- Guests in the school or in a class
- Friends for snacks, picnic
- Party for children

Discuss the relationship and lack of relationship between expenditure of money and giving of self in extending hospitality.

Divide into groups to plan and carry out social occasions in class which provide experiences in helping students be more gracious as host or hostess when entertaining in own home.

Carry out appropriate experiences to help know when and how to:

- Issue invitations for different occasions verbally and written
- Decline invitations verbally or in writing
- Express appreciation for being entertained verbally or in writing

Social amenities

Develop a list of manners that contribute to gracious living. Students discuss:

- Manners in the family make a difference
- Manners they plan to make a practice of using at home with family members
- Manners it is reasonable to expect of young children

Study, discuss, and demonstrate the principles of serving meals, table manners, use of table appointments, clearing the table, and being thoughtful in passing food to others at the table. Discuss how table etiquette contributes to cultural enrichment.

Cite examples of how unpleasant situations in a family were changed to pleasant situations as a result of the use of good manners on the part of some family member.

Have a person from the employment agency or managers who employ persons speak on the social amenities which enable persons to secure employment or manners unacceptable in employees.

Poise

Analyze factors which contribute to one's being poised.

Observe in others evidences of poise or lack of it. Compile evidences on board and note most frequently mentioned evidences.

Carry out individual projects which contribute to gracious living.

BEAUTY IN SURROUNDINGS

(Specific Concept)

Specific Objectives

Is aware of beauty in the environment. (Affective—Receiving)

Identifies factors which may affect beauty in surroundings. (Cognitive—Knowledge)

Participates in creating beauty in the home and surroundings. (Affective—Application)

Appreciates beauty in nature. (Affective—Receiving)

GENERALIZATIONS

Beauty in surroundings is related to personal and family satisfaction.

Appreciation of beauty in commonplace things enhances one's cultural consciousness.

Beauty is related more to creative and imaginative efforts than to the expenditure of money.

Quality of family living is enhanced by efforts of individuals to create beauty in home and surroundings.

Aesthetic perception results from beauty in the environment as well as from conscious efforts to achieve artistic effects.

CONTENT

Beauty in Surroundings

Awareness of Beauty

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Participate in a "Beauty Alert" in which students consciously look for beauty and make a list of things around them that have qualities of beauty. Note beauty that may be overlooked, beauty that is recognized by some and not by others, beauty that is satisfying to the family.

Suggest ways families may enhance awareness of and enjoyment of beauty in surroundings, such as: nature hike, trip to enjoy fall foliage, discussing beauty in the clouds and the like.

Display a variety of types of pictures and have a "beauty awareness session" in which each student indicates beauty he notices: grace of animals, cloud formations, tree shapes, and colors of leaves, grasses, etc.

Assemble commonplace objects and materials which have qualities of beauty. Students list items on display and identify for each item the element of beauty recognized. Check to see whether the owner agrees.

Cite ways beauty in home environment influences cultural enrichment in the family.

Arrange a panel discussion on efforts concerned with contributing to beauty in the community. Persons from garden clubs, woman's club, scouts, and civic groups might constitute the panel.

Clothing

Investigate how color, line, texture, design, decoration, quality, workmanship, and finishes contribute to beauty in clothing. Prepare displays which illustrate factors which affect beauty in clothing.

Using a display of relatively unattractive garments, students propose imaginative ways to enhance the beauty of the garments.

Housing

Observe home furnishings and identify features which make for or detract from beauty.

Make a study of a room that students would like to make more attractive. List what could be done with little change, with moderate change, and with considerable renovation.

Look for creative ways of using common items in the home to create beauty.

Select an individual project initiated in class and completed at home that will contribute to the beauty of the home and will contribute to development of a competency in which there is interest. Some examples are:

Making different types of arrangements using flowers, greens, or potted plants.
Making a wall hanging.
Selecting, matting, framing pictures
Crewel embroidering a hanging or a pillow top

Study magazines to see how color has been used to create pleasant effects. Introduce new or different colors in the home economics department to create varied effects.

Learn the principles of arrangement which contribute to beauty in the home. In own home, make one improvement if possible, which will add to the beauty of a room.

Food	Demonstrate in class groups, some ways of making tables for meals attractive, including color, orderliness of appointments, centerpiece, and others. Demonstrate in class as many ways as possible to make a common food such as a baked potato look attractive. Student judges determine the most attractive and the most unique idea. Hold a "Food Show" in class in which each student prepares and displays a dish or food which he feels is attractive. Each student explains the chief claim to beauty for the food prepared. From the exhibit, class summarizes the points that make the product pleasing to the eye.

LEISURE

(Specific Concept)

Specific Objectives

Understands the contribution leisure time activities make to cultural enrichment. (Cognitive—Knowledge)

Identifies leisure pursuits which contribute to cultural development. (Cognitive—Knowledge)

Proposes leisure activities for self and family. (Cognitive—Synthesis)

Recognizes possibilities for developing leisure time interests through homemaking activities. (Cognitive—Knowledge)

GENERALIZATIONS

Participation in constructive leisure time activities may enrich one's cultural background.

The broad spectrum of leisure time activities allows the individual to choose among alternatives.

Use of leisure time may reflect one's interest in cultural enrichment.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Leisure	
Cultural opportunities and leisure	From a list of leisure activities select those which contribute to cultural enrichment. Indicate the ways in which each makes this contribution. Indicate ways in which families provide leisure activities of a cultural nature in the home. From a list of leisure activities, students check at least one to encourage in own home. Plan an individual project which involves leisure activities for self and family members. Cite examples of ways leisure activities may contribute to mental health of family members.

	Carry out an individual project in developing a skill, hobby, or sport which may be pursued in leisure time throughout life.
Homemaking specialties and leisure	Survey homemakers among neighbors and relatives to learn what homemaking activities they carry on as a part of leisure activities which contribute to cultural development. Prepare a list of homemaking activities which adults or teenagers enjoy as the "fun extras." Students check those they can do now and those they are interested in learning about. Learn in class how to perform some of the leisure time activities closely related to homemaking, such as knitting, making jam, preserves, pickles, crewel embroidery, arranging flowers, and others. Select individual projects in which homemaking skills are used in preparing and/or constructing some items in the home for self or others as leisure activities. Share with class members some satisfactions experienced in carrying on creative homemaking activities during leisure time.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student participates in home, family, and personal activities which contribute to cultural enrichment.

Suggested Experiences	Representative Behavioral Outcomes
Students describe a home, a family, and a personal activity in which they have participated, as a result of work on this unit, which contributed to cultural enrichment.	Activities described would be related to specific concepts developed in this unit. Gracious Living Beauty in Surroundings Leisure

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

YEAR III

UNIT: CULTURAL INFLUENCES ON FAMILY LIVING

(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will perceive some influences of culture on family living.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Culture and Family Roles in family Aspirations of family members Employment and employability Cultural development in the home	Family Relationships Personal Development
Culture and Community Opportunities Needs	Personal Development Family Relationships

CULTURE AND FAMILY

(Specific Concept)

Specific Objectives

Becomes aware of cultural changes and their effects on roles of family members. (Affective—Receiving)

Understands the potential of the home for advancing cultural development of family members. (Cognitive—Comprehension)

Understands some ways present culture may affect the family as the basic unit of society. (Cognitive—Comprehension)

Identifies ways in which one's aspirations are influenced by parental aspirations and how an individual's aspirations may influence family aspirations. (Cognitive—Knowledge)

Investigates pros and cons of the working wife and mother. (Cognitive—Comprehension)

Examines relationship of education to cultural development and employment potential. (Cognitive—Analysis)

GENERALIZATIONS

Understanding between generations may be furthered through recognition of cultural changes.

An individual's interpretation of his role and the roles of other family members is affected by past and present cultural influences.

Aspirations of parents are affected by and affect aspirations of family members.

The level of education one attains is related to cultural development and one's future employment status.

Increased leisure time provides opportunity for furthering cultural interests.

CONTENT

Culture and Family

Roles in family

Aspirations of family members

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

In round-table discussion, consider the following ways roles of family members have changed:

- Responsibilities of fathers for homemaking activities
- Responsibilities of mothers for family business or employment outside the home
- Responsibilities of teenage boys and girls in the home

Identify some cultural factors which have changed roles assumed by family members.

Use case studies to show how clarification of role expectations is a means of promoting harmony among youth and adults in the family; husband and wife; brothers and sisters.

Describe differences between homemaking activities in a home when the mother is employed and when she is not employed outside the home.

Make a study of the pros and cons of the working wife and mother. Students survey faculty members or acquaintances for various opinions.

Use discussion of comic strips and television programs as a basis for perceiving how roles of family members may change as circumstances change.

Use family television programs, novels, and current movies to show some of the sacrifices parents make in order to help youth attain their goals in life; some sacrifices youth make in order to help parents attain their goals.

Role play family situations which illustrate the effect of cultural influences on the family, such as a father who wants to go back to school to finish his education so he will be able to provide a better living for his family; mother of three children who wants to complete her education because of the value she places on receiving a diploma or degree.

Investigate ways by which adults may obtain a high school diploma, further education, and/or training.

Write a paragraph telling what own ambition is in life and identify plans to achieve the ambition.

Prepare bulletin board or displays on occupational and professional careers in home economics.

Talk with adults to learn what their aspirations were at high school age, as a young adult, when newly married, and now. Note any changes in aspirations and circumstances which influenced them to change.

Employment and employability

List and discuss qualities acquired in own family and in consumer and homemaking class which will contribute to finding and succeeding on a job.

Examine cultural factors which influence women to prepare for employment and make preparation for employment more important now than in the past.

Cultural development in the home
  Reading material
  Audio and/or visual media
  Conversation

Develop in groups a list of cultural opportunities in the home, such as reading materials, audio-visual media, conversation.

Secure the assistance of the high school librarian to help students formulate some guidelines as to the nature and extent of reading that is needed in order to be considered a well-read person. Students assess own reading practices and implement one way to improve.

Discuss the place of reading in family living from several viewpoints, such as furthering closeness among family members, enhancing intellectual abilities, experiencing pleasure in reading, and becoming a more interesting person.

Visit the public library to learn what is available for different age groups.

Read at least one article of interest in five different, current magazines. Discuss in class the contribution that the reading made to cultural understanding and/or development.

Select television programs which center on family life, comedy, drama, mystery, violence, music, travel, news. Discuss some possible effects of these programs on one's cultural development.

Demonstrate through the use of skits the influence of adequate introductions of persons to each other as an aid to conversation.

Have a family-type meal in class, with emphasis on conversation at the table. Students engage in conversation which is cultural, educational, and entertaining.

Assume responsibility for initiating and contributing to conversation at home, and report results to class. Discuss values to be derived from frequent family conversations and how families may provide for these in a busy schedule.

Form small conversation groups in which one-half of the members of each group progress to another group every 15 minutes. Each group keeps an animated discussion going for 15 minutes each time a new group is formed. Students summarize own strengths and weaknesses as a participant in the conversation groups and the value of this experience to their own development.

CULTURE AND COMMUNITY

(Specific Concept)

Specific Objectives

Explains considerations involved in becoming established in a new community. (Cognitive—Comprehension)

Discovers contributions the community may make to cultural development of individual families. (Cognitive—Analysis)

Derives pleasure from at least one new cultural activity afforded by the community. (Affective—Responding)

Proposes ways in which families may share in furthering cultural opportunities in a community. (Cognitive—Synthesis)

Examines values inherent in a variety of cultural opportunities. (Affective—Valuing)

GENERALIZATIONS

An individual's participation in cultural opportunities is related to his perception of the contributon they make to his development.

Families in a community share responsibility for using cultural resources available, as well as for expanding cultural resources.

CONTENT

Culture and Community

- Opportunities
  - Education
  - Recreation
  - Social and/or civic opportunities
  - Spiritual development

SOME SUGGESTED EXPERIENCES

(Learning—Evaluation)

Collect brochures describing cultural, recreational, and educational opportunities available in the community. Contact the local chamber of commerce for assistance. Suggest some further needs.

Use community resources to carry out individual projects in furthering education and recreation.

Encourage family members to take advantage of cultural opportunities in the community.

Discuss cultural advantages of membership in community organizations which are available for youth and/or adults.

Find out types of projects promoted by community organizations which benefit individuals and families.

Discuss the impact of churches on family living and of services which family members may render to the church and/or through the church to serve others.

Write a letter to the local governing body complimenting the presence of or suggesting ways to improve educational and recreational opportunities in the community.

Write brief statements giving some ways a love of beauty in nature, in music, and other ways may stimulate spiritual feelings.

Needs
- New families and community life
- Concern for others

Point out cultural considerations to be taken into account in choosing the community in which one will live. Discuss the importance of new families finding ways of contributing to the community as well as drawing from the community.

Share problems and pleasures experienced in moving into a new community. Buzz on how to minimize problems brought out.

Through role playing or a resource person, such as Welcome Wagon lady, show how new families in the community may be helped to become familiar with cultural opportunities available for the various members of the family.

Cite examples of expressions of interest or concern that have been meaningful.

Propose ways one may show interest in or regard for others.

Talk with a number of students to learn their views of ways in which regard for the feelings of others has been observed in the school; in the home; in the community.

Consider ways of helping others, including the ill, elderly, lonely.

Plan and carry out family or individual activities available in the community to broaden cultural growth of family members. Report progress to class.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student will perceive some influences of culture on family living.

Suggested Experiences	Representative Behavioral Outcomes
Students give examples of ways learned in this unit in which culture influences family living. Give two examples pertaining to the family; two, pertaining to the community. Explain each.	Examples cited by students would relate to two influences under each of the categories. Culture and Family Transitions in roles among family members Aspirations of family members Preparation for employment Cultural opportunities in the home Culture and Community Education Recreation Social opportunities Civic opportunities New families in the community Concern for others

FAMILY LIVING AREA—CULTURAL DEVELOPMENT IN THE FAMILY

FAMILY LIVING

UNIT: CULTURAL ENVIRONMENT
(6 weeks)

Unit Objective: Upon completion of this unit, the student will evidence an understanding of factors in the cultural environment which contribute to improving the quality of home and family living.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Cultural Heritage Family traditions Education Community resources Social customs	Personal Development Family Development
Cultural Forces Voice of youth Problems of youth Problems of families	Personal Development Family Development Social Usage Child Development
Beauty in Surroundings Awareness of beauty Achievement of beauty	Personal Development Food Clothing Housing
Hospitality and Graciousness Friendliness Entertaining Courtesy	Social Usage Personal Development

CULTURAL HERITAGE
(Specific Concept)

Specific Objectives

Recognizes cultural opportunities available which are a part of one's environment in home and community. (Cognitive—Knowledge)

Examines aspects of cultural heritage and contributions made to personal development. (Affective—Valuing)

Appreciates the wide variety of ways in which one's cultural heritage may influence development. (Affective—Receiving)

Acquires some social competencies appropriate for his culture. (Cognitive—Application)

Evidences interest in participation in available cultural opportunities. (Affective—Responding)

GENERALIZATIONS

Each person's life is influenced by the sum of all that of which he has been a part.

Recognition of cultural factors in the environment enables individuals to find those opportunities which enhance their development.

Utilization of cultural opportunities available in one's environment contributes to individual and family development.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Cultural Heritage Family traditions	Examine definitions of heritage to gain an understanding of cultural heritage. Develop a list of some aspects of cultural heritage. List on chalkboard family traditions and customs representative of individuals in the group. Indicate family customs and traditions that are valued and considered desirable to perpetuate. Cite ways in which societal changes have made it difficult to perpetuate certain family traditions, such as family meals together. Consider alternatives which may help to preserve some aspects of traditions. Each student tell about one family custom which gives satisfaction and a feeling of belonging. Relate the heritage of democracy to family living by considering the need for being informed, respecting the individual, and respecting authority. Have a panel discussion on the meaning of freedom; the responsibilities of freedom. Prepare brief statements on how democracy may begin in the home. Share statements and formulate generalizations which reflect the effect of democratic practices on the family.
Education	Consider why education was valued by past generations and the educational values held today. Invite a school official to talk on changes which are taking place in education to meet student needs and further changes needed. Have buzz session on relationship of present and continuing education to cultural development and employment potential.
Community resources	Analyze established community resources and cite ways in which society has benefitted, especially youth. Consider possible cultural benefits which may come to a community from school, theatre, recreational center, parks, swimming pool, health clinics, or other facilities which may be available.
Social customs	Identify from readings, films, television programs, and in other ways some social values considered important. Discuss social customs which influence youth favorably, unfavorably.

Identify some social customs which have been modified or discarded. Identify some social customs which are not likely to become obsolete.

Discuss ways in which certain days and special holidays are a part of our social heritage and how they tend to unify families and communities. Discuss possible contributions observance of special days may make to one's cultural development.

Discuss why students think their families may be concerned about factors affecting their social development.

- Marriage
- Associates
- Education
- Places of work
- Ability to support self
- Car ownership
- Apartment living
- Drugs and alcohol
- Honesty and integrity

Research topics related to moral and/or ethical issues. Formulate guidelines acceptable to class members.

Investigate and discuss why we have more leisure today than formerly; differences in use of leisure time then and now; and, leisure pursuits that contribute to or do not contribute to the quality of cultural environment.

Discuss how changes in one's work influences the kind of recreational pursuits he chooses.

Formulate statements which reflect relationships between cultural heritage and one's cultural development.

CULTURAL FORCES

(Specific Concept)

Specific Objectives

Examines the pros and cons of cultural forces affecting individuals and families. (Affective—Valuing)

Crystallizes own belief or position with reference to current cultural forces pertaining to individuals and families. (Affective—Valuing)

GENERALIZATIONS

Awareness of cultural forces enables individuals and families to gain some understanding of the cultural environment.

Consideration of cultural forces contributes to establishing beliefs and making decisions as possible bases for action.

CONTENT

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Cultural Forces

Voice of youth

Have a panel discussion consisting of adults and youth to consider effects of increasing voice of youth on home and family life.

Have students discuss the responsibilities they assume and decisions they make in their families and those they wish they could make.

Identify current concerns or issues pertaining to the family to which the voice of mature youth could make a constructive contribution.

Write a letter which may be published in a paper which reflects mature ideas relating to cultural environment.

Find out factors in the youth culture which are of concern to society. Students decide upon ways youth may take positive action relative to these concerns.

Problems of youth

Have panel of parents and students discuss what is meant by the generation gap; why there is a generation gap; and how it can be narrowed. Have students and adults contribute their thoughts on what they can do to make for better understanding between generations.

Cite some pressures faced by youth which tempt students to act against their convictions. Role play some possible ways to reconcile problems.

Discuss problems encountered in making tentative career decisions and propose considerations that may enable students to make appropriate choices.

Research current problems faced by young people today and arrive at generalizations or guiding principles which members of the class feel important.

Hear a resource person cite some of the factors thought to lead persons to experiment with drugs, including alcohol. Relate these factors to problems of youth.

In groups, propose several constructive approaches to developing the ability to cope with problems facing youth as an alternative to use of drugs. Students apply principles discussed in class to coping with a personal problem.

Problems of families

Consider the cultural impact of living in a family; living in a one-parent family; gaining a stepparent; gaining stepsisters or stepbrothers.

Examine consequences and problems if unwed mother decides to keep her baby—from the standpoints of the mother, the child, and the family of the mother.

Plan a few ways a one-parent head of a family may help to fill the void left by the absence of the other parent—for a son; for a daughter.

Consider circumstances which may bring about early marriage—military service, pregnancy, marriage of peers, unhappy home situation, dislike for school. Discuss possible outcomes which may or may not contribute to marriage stability.

Examine marriage in the teen years from the standpoint of problems relating to maturity, responsibilities, preparation for employment, economic support, health, education, goals and values, parental approval, and the like.

Cite some reasons women and youth work outside the home (and men sometimes hold two jobs) and some of the cultural forces which account for this emphasis on employment. Discuss ways roles of family members have changed because of employment of family members.

Find out facilities provided by the community (or State) for family members who need special care and/or education, such as the physically or mentally handicapped, the elderly, children of working mothers. In round table discussion, point out some provisions which are not now being made for these persons and how families can encourage provision of additional facilities.

Indicate considerations required in the family to cope with problems which arise:

- —when the wife enters employment
- —when an unexpected pregnancy occurs
- —when arrangment has to be made for an elderly person
- —when there is a member of the family with a disability.

Consider problems faced by families in providing education and training for family members who desire it; in motivating family members with low levels of ambition; and in encouraging family members to take advantage of opportunities for advancement or promotions which involve major adjustments.

BEAUTY IN SURROUNDINGS

(Specific Concept)

Specific Objectives

Is aware of beauty in the environment. (Affective-Receiving)

Identifies factors which may affect beauty in surroundings. (Cognitive—Knowledge)

Participates in creating beauty in the home and in home surroundings. (Cognitive—Application)

Appreciates beauty in nature. (Affective-Receiving)

GENERALIZATIONS

Beauty in surroundings is related to personal and family satisfaction.

Appreciation of beauty in commonplace things enhances one's cultural awareness.

Beauty is related more to creative and imaginative efforts than to the expenditure of money.

Quality of family living is enhanced by efforts of individuals to create beauty in home and surroundings.

Aesthetic perception results from beauty in the environment as well as from conscious efforts to achieve artistic effects.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning-Evaluation)
Beauty in Surroundings	
Awareness of beauty	Conduct a "Beauty Alert" in which students consciously look for beauty and make a list of the qualities of beauty. Propose ways families may enhance members' consciousness of and enjoyment of beauty, such as: nature hike, trip so enjoy fall foliage, discussion of beauty in the clouds and the like. Display different types of pictures from a variety of sources and have a "beauty awareness" session: in which students indicate beauty observed: grace of animals, cloud formations, tree shapes, and color of leaves and grasses. Assemble commonplace objects and materials which have qualities of beauty. Students list items on display and identify the qualities of beauty for each item.
Achievement of beauty	Investigate how color, line, texture, design, decorative features, quality, workmanship, finishes, and care contribute to beauty in clothing. Demonstrate ways a basic garment may be made attractive by use of different accessories. Observe home furnishings and identify features which make for or detract from beauty.

Study basic art principles and cite examples of how they may be applied to achieve beauty in:

—Color and design in home furnishings
—Furniture arrangement and selection
—Selection and use of accessories
—Wall, window, and floor treatments
—Lighting
—Making different types of arrangements using flowers, greens, and the like
—Beautification of yard and grounds

Students, individually, participate in a search in the home economics department for examples of things or effects they consider to be pretty—due to beauty, orderliness, or cleanliness. Report to class and give reasons for selections.

Assume responsibility, in groups, for creating a spot of beauty in the homemaking department.

Demonstrate ways to make food look attractive through the use of garnishes and color, method of preparation, and appearance of the served plate.

Demonstrate in groups, different ways of making tables for meals attractive, including introduction of color, orderliness of appointments, centerpieces, and others.

Prepare a food or dish and display as attractively as possible for the class. Students record the "eye appeal" factor or factors which impressed them.

Summarize ways they plan to add or have added to beauty in surroundings.

HOSPITALITY AND GRACIOUSNESS

(Specific Concept)

Specific Objectives

Recognizes ways to make guests and others feel welcome and comfortable in one's own home. (Cognitive-Knowledge)

Acquires ability to extend hospitality to others in the home in various ways. (Cognitive-Application)

Expresses friendliness in a variety of ways. (Affective-Valuing)

Develops competencies in use of courtesies. (Cognitive-Application)

GENERALIZATIONS

Kind and gracious manners enhance self image and increase enjoyment of living for self and others.

Knowledge of social amenities is the basis for decisions regarding what to do in associations with others.

The art of hospitality is related to consideration of the feelings and needs of others and creating an atmosphere of emotional warmth.

CONTENT

SOME SUGGESTED EXPERIENCES
(Learning-Evaluation)

HOSPITALITY and GRACIOUSNESS

Friendliness

Have students report on current readings which reveal a need in our culture for friends and friendliness.

Have students keep a record of all of the acts of friendliness they have observed in one day. Star acts of friendliness which they feel a need to cultivate and develop plans for becoming a friendlier and more charming person.

Decide upon some appropriate expressions of friendliness to persons whom one may wish to have as friends or a new student in school. Carry these out and report on the effects of their acts of friendliness on themselves and on the other persons.

Role play situations in which teenagers show young children, by example, how to be friendly.

Have students tell about friendly gestures extended to them or their families when the family was in distress due to a serious illness or other occasion. Identify some of the "little" things, done at little or no cost, that left a lasting impression.

Cite examples of acts of thoughtfulness which have made a difference in one's feelings. Decide upon basic elements common to all.

Decide upon some ways class members may show friendliness to each other. Plan for being more friendly.

List some instances in which acts of friendliness have helped others feel comfortable in awkward situations. Role play with a view to showing how friendliness may make the differences in one's feelings.

Plan a way to express friendliness which has not consciously been used previously.

Entertaining

Present skits to dramatize the do's and don'ts" of being a gracious host or hostess.
—Guests for a meal
—Entertaining a business associate
—Taking guests to a movie
—Giving a party
—Entertaining guests at a restaurant
—Having a cookout or going on an outing
—Having overnight guests in own home
—Guests in the school or in a class
—Friends for snacks, picnic
—Having a children's party

Plan and carry out a social occasion in class which will provide experiences in helping students to be more at ease as host, hostess, or guest.

Carry out appropriate experiences which will help students know when and how to: issue invitations for different occasions, verbally and written; decline invitations, verbally and in writing; express appreciation for being entertained, verbally or in writing; and make introductions.

Consider some of the factors which have contributed to a transition from formality to informality in entertaining.

Discuss ways family hospitality may be affected by changing family circumstances or economic conditions.

Develop a file of recipes for foods for different types of entertaining.

Courtesy

Cite some instances in daily living in which courtesy plays an important role.

Study, discuss, and demonstrate the principles of serving meals, table manners, and use of table appointments, clearing the table, and being thoughtful in passing food to others at the table.

Discuss the advantages of observing accepted social amenities in the home, as well as in public and among friends and associates.

Compose notes to express appreciation, sympathy, or congratulations.

Have a manager who employs individuals speak on courtesies which contribute to employability.

Compose brief case studies showing that good manners make a difference both in the home and outside the home, including manners of young children.

Have students identify situations in which they did not know what to do. Consult references and talk with others to determine what may have been acceptable social behavior in these instances.

Have students project themselves into the role of parents. Identify manners they feel will be important for their children to acquire.

Examine different references on social amenities. Select one they wish to purchase as a reference for use in own home.

Explore some of the transitions in social amenities which have occurred in recent years and some of the underlying reasons. Both boys and girls in class identify courtesies they hope the opposite sex will continue to value.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student evidences an understanding of factors in the cultural environment which contribute to improving home and family living.

Suggested Experiences	Representative Behavioral Outcomes
Students indicate five ways they are influenced by or they may influence their cultural environment as a result of this unit.	Statements would relate to the content in this unit. Family traditions Education Community resources Social customs Voice of youth Problems of youth Problems of families Awareness of beauty Achievement of beauty Friendliness Entertaining Courtesy

INDIVIDUAL DEVELOPMENT IN THE FAMILY

OVERVIEW

Concern for development is important to persons of all ages and particularly to youth who are vitally affected by changing social and environmental forces and by their own rapid development.

Students' understanding of human growth and development enables them to recognize needs of individuals at different stages of life, to contribute to meeting these needs, and to realize that unmet needs may lead to erratic behavior.

In the units, emphases relate to both growth of the individual and influence of the family. Students engage in experiences which focus on development of a positive self concept; the importance of feelings of adequacy, self esteem, and worth; ability to communicate with and relate to others; and understanding that each individual is unique and develops toward maturity at his own rate. In considering influences of the family, students gain insights into the contributions of the family to individual development; guiding the growth and development of young children; and factors which contribute to stability in marriage. Experiences offer opportunities for students to gain some understanding of personal and family problems and to explore constructive ways to resolve them.

Individual Development in the Family contributes to the quality of family living by increasing the student's understanding of the development of individuals and his appreciation of the family as a basic unit in society.

INDIVIDUAL DEVELOPMENT IN THE FAMILY

SPECIFIC CONCEPTS AND CONTENT

Sixth Grade PERSONAL POTENTIAL

Being Likable
- Conversation
- Friendliness
  - Smile
  - Voice
  - Appreciation
  - Helpfulness
  - Responsibility
  - Cheerfulness

Grooming and Dress
- Impact of grooming and dress
- Skills in grooming and dress

Entertaining
- Being a guest
- Having a guest

Education
- Present development
- Future roles

Seventh Grade TOWARD MATURITY

Responsible Behavior
- Self-control
  - Emotions
  - Language
  - Actions
- Self-discipline
  - Fulfillment of responsibility
  - Completion of tasks
  - Punctuality

Respect for Self
- Health
- Mental abilities
- Social amenities

Development of Interests
- Hobbies
- Organizations

Regard for Property
- Personal
- Home
- School
- Community

Year I GROWTH OF INDIVIDUALS IN THE HOME

Uniqueness of Individuals
- Environment
- Individuality
  - Potential
  - Interests
  - Rate of development
  - Self image

Facets of Growth and Development
- Physical development
  - Nutrition
  - Health practices
- Emotional and social development
- Mental development
  - Creativity
  - Decision-making
  - Problem-solving

Year II FAMILY INFLUENCES AND RESPONSIBILITIES

Responsibilities of Familes
- Protection
- Economic support
- Affection and love
- Regulation of behavior
- Education
- Environment for sociability
- Citizenship preparation

Quality of Family Membership
- Appreciation
- Consideration
- Communication
- Cooperation
- Loyalty

The Child in the Family
- Place of the child in the family
  - Significance of the child to the family
  - Significance of the family to the child
- Health of the child
  - Nutrition
  - Exercise, physical activity, sleep, and rest
  - Clothing
  - Housing
  - Medical care
- Environment for development
  - Play
  - Adventure
  - Creativity
  - Language, stories
  - Behavior

    - Contacts with others
    - Example of others
    - Independence
    - Discipline

Year III READINESS FOR MARRIAGE AND PARENTHOOD

Concepts of Marriage

- Marriage expectations
- Engagement
    - Purpose
    - Agreements
    - Plans
- Wedding
    - Significance of vows
    - Essentials for good taste
    - Responsibilities

Readiness for Marriage

- Age
- Financial resources
- Emotional maturity
- Family
- Health
- Education

Stability in Marriage

- Personal qualities
- Emotional factors
- Joint responsibility
- Professional assistance

Parenthood

- Privileges and responsibilities
- Care of the expectant mother
- Needs of the baby
    - Physical
    - Emotional
    - Mental
    - Social

Family Living MARRIAGE AND FAMILY

Importance of the Family

- Protection
- Economic support
- Love and affection
- Regulation of behavior
- Education
- Environment of sociability
- Citizenship preparation

Perceptions of Marriage ________________

- Marriage expectations
- Engagement
  - Purpose
  - Agreements
  - Plans
- Wedding
  - Significance of vows
  - Essentials for good taste
  - Responsibilities

Marriage Preparedness ________________

- Age
- Financial resources
- Emotional maturity
- Family
- Health
- Education

Being a Parent ________________

- Privileges and responsibilities
- The child in the family
  - Place of the child in the family
  - Health of the child
    - Nutrition
    - Exercise, physical activity, sleep, and rest
    - Clothing
    - Housing
    - Medical care
  - Atmosphere for development
    - Play
    - Adventure
    - Creativity
    - Language, stories
    - Behavior
    - Contacts with others
    - Example of others
    - Discipline
    - Independence

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

SIXTH GRADE

UNIT: PERSONAL POTENTIAL

(6 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will be aware of possibilities for furthering own personal potential.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Being Likable	Personal Development
Conversation	Social Usage
Friendliness	
Grooming and Dress	Personal Development
Impact of grooming and dress	Family Relationships
Skills in grooming and dress	Clothing
Entertaining	Personal Development
Being a guest	Social Usage
Having a guest	
Education	Personal Development
Present development	
Future roles	

BEING LIKABLE

(Specific Concept)

Specific Objectives

Feels strongly inclined to improve conversation and friend-making skills in one or more ways. (Affective—Valuing)

Seeks ways to open and keep open channels of communication with friends and family. (Cognitive—Application)

Chooses one or more ways to acquire traits which contribute to being likable. (Cognitive—Application)

GENERALIZATIONS

Traits which contribute to being likable are an asset throughout life.

Motivation and effort are essential to acquiring attributes which contribute to being likable.

Acquisition of qualities of being likable contribute to harmonious relationships with others.

Family living situations provide rich opportunities for acquiring qualities which contribute to being likable.

Likable individuals in a family group enhance enjoyment in family living.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Being Likable Conversation	Indicate how one's being liked is related to the following qualities: tactful, thoughtful, even tempered, tolerant, giving others recognition, empathetic, courteous, and keeping confidences.
	Tape record five-minute unrehearsed conversations between groups of three in class. Analyze the conversations as they are played back, according to criteria developed for interesting conversation.
	Initiate a conversation with someone not known well. Report result to class. Continue with conversations with others until confidence in being able to carry on a conversation is improved.
	Cite examples of ways to keep open a conversation initiated by someone else.
	In family groups, role play "Family Conversation Episodes."
	Make a list of deterrents to family conversation and propose possible ways to further family conversations.
	Discuss ways in which conversation skills may contribute to growth toward reaching one's potential.
Friendliness Smile Voice Appreciation Helpfulness Responsibility Cheerfulness	Use three or four of the following practices for a week with family members and by the end of the week note results of efforts: Smile frequently Use pleasant tone of voice Express appreciation frequently by saying "Thank you" or "This is so good" Volunteer to be more helpful than usual Be cheerful
	Observe persons who are friendly and analyze what they do that makes them friendly. On the basis of points brought out, students decide on what they need to work on to be more friendly with peers, adults, and younger persons.
	Using the name of a person who is particularly admired, write a word beginning with each letter of the name which describes a desirable quality of that person.
	Carry out some experiences which will help to overcome some problems in being friendly.

GROOMING AND DRESS

(Specific Concept)

Specific Objectives

Becomes interested in improving grooming and dress. (Affective—Responding)

Uses improved practices of grooming and dress. (Cognitive—Application)

Becomes aware of ways in which grooming and dress are related to an individual's development. (Affective—Receiving)

GENERALIZATIONS

Becoming dress may be a source of personal satisfaction.

Grooming and dress are means by which impressions may be conveyed.

Early development of good grooming and dress practices which are regularly and intentionally used enables an individual to present an acceptable appearance.

CONTENT

Grooming and Dress

Impact of grooming and dress

Skills in grooming and dress

SOME SUGGESTED EXPERIENCES

(Learning—Evaluation)

Give examples of ways in which grooming and dress affect the way one feels and acts; ways in which grooming and dress may make one feel uncomfortable.

Identify factors in grooming and dress that give a feeling of poise and self-confidence.

Decide on ways in which appearance of the class may be improved from the standpoint of dress and grooming.

Hold a clinic to learn some of the essentials of care of hair, hands, teeth, and nails.

Develop practical suggestions for attractive dress.

Participate in a "Make-Myself-Over Clinic" to work on areas of grooming and dress that need improvement. Students improve dress and grooming in one or more ways.

ENTERTAINING

(Specific Concept)

Specific Objectives

Identifies ways to help guests have a good time in own home. (Cognitive—Knowledge)

Acquires courtesies needed in being a guest. (Cognitive—Knowledge)

Issues and responds to invitations in a gracious way. (Cognitive—Knowledge)

Acquires ideas for ways to entertain guests. (Cognitive—Knowledge)

Plans and carries out a social occasion. (Cognitive—Application)

GENERALIZATIONS

Acquisition of social abilities contributes to the development of an individual's potential.

Knowledge of acceptable social behavior enables an individuals to enjoy entertaining and to help others enjoy social situations.

Both hostess and guests have responsibilities for making an occasion enjoyable.

The basis for successful entertaining is to be friendly and sincere in doing the best you can with what you have.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Entertaining	
Being a guest	Analyze situations when students have been a guest to determine factors that made them feel comfortable; made them feel uncomfortable. Find out individually or in groups the responsibility of a guest in these or similar situations: overnight guest, guest for picnic, guest to a party, guest for a casual visit. Present orignal skits on topics such as: Accepting an invitation Declining an invitation Being an agreeable guest
Having a guest	Give examples of efforts made to help guests have a good time while visiting in own home. Present original skits on topics such as: Inviting a guest for a social occasion Greeting a guest upon arrival Including guests in all activities In small groups, plan and carry out social occasions in class. Each member of the class indicate at least one new or improved experience she has tried or plans to try as a result of studying entertaining which she feels has contributed to her development.

EDUCATION
(Specific Concept)

Specific Objectives

Becomes sensitive to the ways in which education contributes to making the most of one's personal potential. (Affective—Receiving)

Identifies ways in which education contributes to achievement of present and future goals. (Cognitive—Knowledge)

GENERALIZATIONS

Education enables individuals to discover own resources and to make fuller use of one's potential.

Education is the gateway which opens up many opportunities for a successful and interesting life.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Education	
Present development	Brainstorm, in small groups, the many ways in which education up to the present has contributed to individual development. Use references to supplement lists.
	Cite ways [illegible] which content of present classes relates to own job interests.
Future roles	Interview adults for examples of ways in which education or lack of education may open or close doors to opportunities.
	Formulate a list of jobs held by youth and adults. Identify present studies in school, including consumer and homemaking, which make a contribution to vocational preparation.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student is aware of possibilities for furthering own personal potential.

Suggested Experiences	Representative Behavioral Outcomes
Each student cites at least five possibilities for improving own potential. Write a sentence justifying each selection.	Possibilities for improving potential may include: Conversation Grooming Dress Entertaining Friendliness Education

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

SEVENTH GRADE

UNIT: TOWARD MATURITY
(6 weeks of 18-week course)

Unit Objective: Upon completion of this unit of instruction, the student will evidence some responsibility for growth toward maturity.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Responsible Behavior Self-control Self-discipline	Personal Development
Respect for Self Health Mental abilities Social amenities	Personal Development Health Social Usage
Development of Interests Hobbies Organizations	Personal Development Health
Regard for Property Personal Home School Community	Consumer Education Clothing Housing

RESPONSIBLE BEHAVIOR
(Specific Concept)

Specific Objectives

Becomes aware of evidences of responsible behavior. (Affective—Receiving)

Chooses ways to become increasingly responsible both at home and at school. (Cognitive—Analysis)

GENERALIZATIONS

Individual initiative in assuming responsibility for own behavior is evidence of growth toward maturity.

Responsible behavior results from continuous and intentional effort on the part of individuals.

Individuals gain sense of worth as they become increasingly responsible for own actions.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Responsible Behavior	
Self-control Emotions Language Actions	Give examples of practices which evidence self-control, including emotions, language, and actions. Act out skits in which self-control is present or lacking.

Summarize main ideas brought out in the skits as related to evidences of maturity or immaturity in self-control.

Each student select one way to improve self-control of emotions, language, actions.

Self-discipline
  Pulfillment of responsibility
  Completion of tasks
  Punctuality

Select one way in which young people need to be more responsible at home and at school; decide how to be more responsible; and work on it. Report progress to class.

Analyze possible reasons why individuals do not fulfill responsibilities or complete tasks; propose several solutions and try out a solution which seems best.

Role play possible effects of being consistent in fulfilling responsibilities or in completing tasks in relation to growth toward self-discipline.

Give examples of acts which indicate a degree of self-discipline, such as studying lessons, eating the proper food, use of money or allowance, keeping confidences, being on time.

List ways in which one shows that he is a dependable person. Some may be promptness, abiding by regulations, having needed materials.

Interview several persons to discover ways they feel young people are generally dependable.

List privileges gained at home as a result of being responsible.

Share ideas on how to demonstrate to parents a readiness for additional privileges which are desired.

RESPECT FOR SELF
(Specific Concept)

Specific Objectives

Realizes the value of personal assets such as health, ability to learn, friends and family. (Affective—Receiving)

Identifies some personal strengths and limitations. (Cognitive—Knowledge)

Exhibits pride in what can be done well and accepts limitations in self and others. (Affective—Responding)

GENERALIZATIONS

Growth in respect for self is related to a realistic appraisal of one's assets and limitations.

Regard for health, intellectual capacities, and social behavior is related to an individual's respect for self.

CONTENT	*SOME SUGGESTED EXPERIENCES* (Learning—Evaluation)
Respect for Self	
Health	Consider ways in which health, ability to learn, friends, and family are assets to be valued. Discuss the importance of and rewards of good health. Secure a nurse or doctor to discuss how health practices are related to respect for self.
Mental abilities	Investigate the relationship of use of mental abilities to development. Report an activity enjoyed and something that makes work easier that resulted from creative thinking on the part of someone. Set a goal for self which involves use of mental abilities. The following may be considered: Devise a new way to attack a personal problem. Look for interesting and creative ideas for accomplishing work in less time. Think of a new way to perform a task. Try it out and discuss whether or not it was an improvement over the usual way. Achieve one grade higher in one course for the next grading period in school. Study examples of seventh graders using their mental abilities.
Social amenities	Give examples of impressions that manners may convey. Develop a list of questions about good manners which class members need or desire to know. Students engage in experiences to become more mannerly. Design and place posters in the school to remind students of acceptable manners and behavior in the school. Conduct a "Respect for Self" poll in which members of the class indicate manners they admire in every other member of the class. Students report qualities they did not realize they possessed. Identify one dislike about self. Analyze the "dislike" to determine if it is something that may be altered or decide how one may accept the dislike and maintain respect for self. Students carry out appropriate individual experiences.

DEVELOPMENT OF INTERESTS

(Specific Concept)

Specific Objectives

Becomes aware of some values in having more than one interest. (Affective—Receiving)

Plans to develop some new interests or expand present interests. (Cognitive—Application)

Identifies ways in which participation in organizations contributes to personal growth. (Cognitive—Knowledge)

Becomes aware of opportunities and facilities for hobbies in community and nearby areas. (Affective—Receiving)

GENERALIZATIONS

Breadth of interests in leisure time pursuits contributes to a richer and more satisfying life.

Participation in organizations affords opportunities for personal development.

A variety of interests helps an individual become more interesting to others.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Development of Interests	
Hobbies	Survey special interests of class members and indicate ways in which the interests contribute to self development. Make an interest sheet of the things in which students enjoy participating, enjoy being a spectator, would like to participate in the future. Find out from others some interests which are meaningful and how these interests were acquired. Plan a day in which students share an interest or hobby they are developing to increase awareness of differing interests among class members. Consider effects of too few or too many interests in relation to personal development. Students cite ways in which a balance between interests and work contributes to development.
Organizations	Name some clubs or organizations to which students belong. Explain contributions to maturity. Summarize ways in which proposed hobbies or special interests contribute to growth toward maturity.

REGARD FOR PROPERTY

(Specific Concept)

Specific Objectives

Becomes aware of evidences that personal and community property is respected. (Affective—Receiving)

Distinguishes between wear that is caused through proper use of property and wear caused by improper use. (Cognitive—Knowledge)

Chooses ways to show regard for personal and public property. (Cognitive—Analysis)

Participates in showing regard for personal and public property. (Affective—Responding)

GENERALIZATIONS

Responsibility toward personal and public property is indicative of growth toward maturity.

Mature individuals assume responsibility for the care and use of both personal and public property.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Regard for Property	
Personal	Examine personal belongings and own homes for evidences of good care; evidences of damage.
Home	Discuss what is expected at home in taking care of personal and family belongings and why.
	Select and carry out one way to show respect for personal belongings and property in the home.
School	Tour the school and compile evidences which show regard or disregard for school property.
	Interview principal to find out the nature of and cost of abuses to school property. Publicize the findings through appropriate means.
	Discover and aid in removing evidences of disregard for school property in the corridors, lunch room, lockers, restrooms, and school grounds.
Community	Form committees to initiate ways to show regard for public property: streets, buildings, recreational areas.
	Write statements on possible relationships between regard for property and growth toward maturity.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student evidences responsibility for growth toward maturity.

Suggested Experiences	Representative Behavioral Outcomes
Students review the content of the unit and indicate two or more ways in which they have assumed additional responsibility for growth toward maturity.	Ways in which students indicate they have assumed some responsibility for growth toward maturity would be related to: Self-control Self-discipline Respect for self Development of interests Regard for property

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

YEAR I

UNIT: GROWTH OF INDIVIDUALS IN THE HOME
(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will understand some factors related to the development of individuals and will assume some responsibility for furthering own growth and development.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Uniqueness of Individuals Environment Individuality	Personal Development Family Relationships
Facets of Growth and Development Physical development Emotional and social development Mental development	Child Development Personal Development Family Relationships Nutrition

UNIQUENESS OF INDIVIDUALS
(Specific Concept)

Specific Objectives

Recognizes that individuals are the way they are due to variations in their environment. (Cognitive—Knowledge)

Develops positive feelings toward own assets and liabilities. (Cognitive—Comprehension)

Recognizes own uniqueness and ways of capitalizing upon uniqueness. (Cognitive—Knowledge)

GENERALIZATIONS

Each individual is unique in his potentialities and in his pattern and rate of development.

Personality and individual development are influenced by one's reaction to his uniqueness.

One's growth and development may be altered by environment and circumstances.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Uniqueness of Individuals Environment	Discuss influences of environment on uniqueness of individuals. List unique experiences, hobbies, abilities, likes or dislikes. Analyze results in class. Identify whether the uniqueness might be attributed largely to the influence of family, friends, experiences, opportunities. From reading, films, and television, identify some ways environment of persons in other cultures contributes to their uniqueness.

Explain how two individuals of the same age may differ markedly due to presence or absence of parental affection and parental attention, such as communicating, sharing activities, or providing a variety of experiences.

Individuality
- Potential
- Interests
- Rate of development
- Self image

Encourage students to talk about their unique characteristics which bother or please them. Role playing or buzz groups may be used.

Prepare a paragraph on the topic, "The Individual I Hope to Become by the Time I Finish High School." Share these in class in illustrating uniqueness among class members.

Make a class survey to discover youth organizations to which class members belong as an evidence of uniqueness of interests.

Cite instances of excelling or falling behind others in same age group in behavior, personality, or physical development. Discuss varying rates of development as a normal aspect of uniqueness.

Describe evidences of uniqueness admired in others. Cite ways in which uniqueness may contribute to a positive self image.

Summarize ways in which environment and individuality influence uniqueness of individuals. A collection of pictures or cartoons may help with this summary.

FACETS OF GROWTH AND DEVELOPMENT
(Specific Concept)

Specific Objectives

Becomes aware of the contribution of good health practices to physical, emotional, mental, and social well-being of individuals and families. (Affective—Awareness)

Recognizes that each individual has both opportunities and responsibilities for own development. (Cognitive—Knowledge)

Assumes responsibility for developing self physically, emotionally, mentally, and socially. (Cognitive—Application)

Recognizes the emotional and social needs of young children. (Cognitive—Knowledge)

GENERALIZATIONS

An atmosphere of emotional warmth and love in which an individual's needs are met as they occur enables one to develop a basic trust.

Growth and development take place in individuals in different ways and at differing rates.

Individuals have emotional, physical, mental, and social needs which, when met, contribute to growth and development.

Emotional and social needs are met by one's associations, experiences, and environment.

CONTENT

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Facets of Growth and Development

Physical Development

Nutrition

Using a Basic Food chart, identify, individually, the nutrients provided by the foods in each of the groups that are needed daily. Students note effect on the body if one of the basic groups is missing over a period of time.

Investigate and illustrate how the food one chooses to eat affects:

Teeth
Blood
Complexion
Energy
Disposition
Growth
Weight
Preparation of body for adulthood
Alertness

Evaluate foods consumed for one day in terms of nutritional requirements. Plan menus for a day which meet nutritional requirements.

Plan for and carry out at least one improved nutritional practice.

Health practices

Work in committees to investigate through readings, interviews, films, and filmstrips some ways in which health practices are related to emotional, mental, physical, and social well being. Some health practices may be exercise, rest, posture, sleep, sanitation, elimination, safety, and personal grooming.

Identify ways in which students are presently responsible for own health and ways in which they need to assume more responsibility for own health.

Arrange opposing panels to discuss both sides of the topic, "Children grow up faster now." Cite some physical changes which normally occur in childhood and adolescence and some results of these changes.

Show how leisure may be involved in promoting physical and mental development.

Plan and carry out individual experiences which will further own physical and mental development.

Emotional and social development

Make bulletin boards "Personality Needs of Children, Youth, and Adults." Focus may be on affection, security, sense of worth, acceptance, approval, belonging, new experiences, and independence.

Find out the emotional and social needs of interest to students. Share with class the effect on children, youth, and adults when these needs are met; unmet. Present original skits to illustrate findings.

Research reasons for actions of individuals such as: being shy, having frequent temper tantrums, crying easily, being very talkative or bossy, and getting into fights, arguments, or disagreements. Use role playing or skits to share research with class, indicating some possible approaches to satisfying social or emotional needs identified.

Study behaviors of young children that are related to unmet social or emotional needs and propose ways in which family members may help to meet the needs identified.

Mental development
Creativity

Report on behaviors that are evidences of creativity that students have experienced or observed in others which have been constructive in nature.

Cite illustrations of how innovative ideas of others have added to comfort, pleasure, or ease in accomplishing homemaking tasks of students.

Keep a record for one day of episodes which represent an unusual or different idea or approach to a problem or situation.

Decision-making
Problem-solving

Pose a problem situation related to physical, social, emotional, or mental development. Use the problem-solving method to find a possible solution. Students consider alternatives, possible effects of each alternative, the most promising alternative, test out the alternative selected and evaluate the outcome.

Indicate ways students are consciously working toward own mental development.

Give examples of possible ways students may contribute to the mental development of young children through providing opportunities for creativity, decision-making, and problem-solving.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student understands some factors related to the development of individuals and assumes some responsibility for furthering growth and development.

Suggested Experiences	Representative Behavioral Outcomes
Factors related to individual development	
Given problem situations, a student explains in writing how an individual may be encouraged to grow in reaching his potential as a result of work on this unit. The student selects three of the following problems:	Statements similar to the following indicate an understanding of ways an individual may be encouraged in growing toward his potential:
An individual who is sensitive about a unique ability or characteristic.	It is normal for individuals to be different. Everyone has assets and liabilities. Learn to capitalize on assets and accept liabilities.
An individual who is seemingly in good health and shows little regard for good nutrition.	Good nutrition in youth provides a basis for health throughout life and for ability to bear healthy children. The Basic Food guide enables individuals to select and consume food wisely. Good nutrition enables one to be more alert and lessens fatigue.
An individual who has a negative self image.	Compliment the person. Include person in activities. Show interest in some of the person's interests.
An individual who needs encouragement in an aspect of social and/or emotional development.	Help a young person with ways of showing affection, gaining approval, developing appropriate independence and meeting other emotional needs.
An individual who finds it difficult to make a decision or solve a problem.	Provide materials and situations when there is a need to make a decision or solve a problem which will enable the person to recognize alternatives; to consider criteria important in the situation; and to show interest and give support which will encourage the person to have confidence in his ability to make decisions.
A young child who is considered bad.	Praise and recognize good behavior. Help the child to feel loved and important. Provide interesting experiences for the child. See that the child has adequate rest and is not hungry.
Responsibility for furthering growth	
Students indicate at least three ways they are assuming responsibility for furthering own growth and development.	Responsibilities would be related to one or more of the following areas of content: Capitalizing on environment Physical development Emotional and social development Mental development

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

YEAR II

UNIT: FAMILY INFLUENCES AND RESPONSIBILITIES

(12 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will identify responsibilities and influences of families on the development of family members.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Responsibilities of Families	Personal Development
Protection	Family Relationships
Economic support	Health and Safety
Affection and love	Consumer Education
Regulation of behavior	Housing
Education	
Environment for sociability	
Citizenship preparation	
Quality of Family Membership	Child Development
Appreciation	Personal Development
Consideration	Family Relationships
Communication	
Cooperation	
Loyalty	
The Child in the Family	Child Development
Place of the child in the family	Family Relationships
Health of the child	Clothing
Environment for development	Foods

RESPONSIBILITIES OF FAMILIES

(Specific Concept)

Specific Objectives

Understands responsibilities families have to members and members have to families. (Cognitive—Comprehension)

Perceives significant ways in which family influences affect family members. (Cognitive—Synthesis)

GENERALIZATIONS

The family has responsibility for guiding all aspects of development.

The family provides an environment for responsible individual development.

A combination of affection and control is conducive to development of emotional support.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Responsibilities of Families	
Protection	List the various ways in which a family provides protection for its members. Discuss role of family members in meeting emergencies and illnesses within the family. Discuss ways in which the family provides protection for family members in: Shelter Health and medical care Safety Personal security Clothing Food Sanitation
Economic support	Discuss why a couple should defer marriage and/or having children until they can assume full responsibility for their economic support. Role play situations to show that it is the responsibility of adults to provide for their own economic needs. In discussion, state economic factors they would bring out to high school students who are thinking of marriage. They should include financial resources, estimated income, and anticipated expenditures.
Affection and love	Observe ways in which affection and love are expressed in families. Identify ways in which expressions of love and affection in the family influence individuals' feelings of worth and belonging. Suggest ways in which class members may be thoughtful in expressions of love and affection in the family.
Regulation of behavior	Cite examples of individual differences among members of families, as a basis for differences in behavior. Discuss characteristics of family living which may help children acquire acceptable behaviors. Role play situations which show reasons for parents' efforts to help children develop acceptable behaviors. State, in two sentences, own view of a parent's saying, "I am saying, 'No,' only because I love you." Role play situations which show how parents assume the responsibility for helping their children develop acceptable behavior, which may include: —Differentiation between right and wrong

—Regard for direction from others
—Talking out problems
—Concern for others
—Liberty within the law
—Self discipline
—Permissiveness vs. guidance

Listen to a juvenile authority speak on "Liberty, within the Law," emphasizing the responsibility of parents and other adults for helping children accept desirable behavior.

Education

Take sides to discuss, "Every boy and girl should be educated to earn a livelihood and be able to support himself."

Have a round table discussion on the importance of all family members having respect for learning at all age levels.

In groups, discuss responsibilities of families for educational attainments of family members. Share with the class the conclusions concerning the following topics:

Learning opportunities for young children in the home
Suitable conditions in the home for study
Regular school attendance
Provision for school needs
Motivation to attain a level of education commensurate with capabilities and interests

Prepare reports on opportunities for continuing development, both in school and out of school.

Environment for sociability

Cite examples of types of family recreation which provide opportunities for sociability.

Examine floor plans of houses, apartments, or mobile homes. Cite ways in which plans provide an environment conducive to sociability for different members of the family.

Discuss the responsibility of families to provide opportunities for family members to entertain friends in the home.

Plan, with cooperation of family, a simple entertainment for own friends to be held in the home.

Citizenship preparation

Demonstrate how the concept of parental authority can be democratically exercised by citing instances, real or fictitious.

Dramatize the importance of family members serving as models for honesty, trustworthiness, and loyalty as preparation for citizenship.

In small groups discuss ways in which families may be responsible for furthering preparation for citizenship among family members. Some of the aspects of citizenship may pertain to:

- Exercise of the franchise by voting
- Respect for public property
- Participation in community projects
- Regard for laws
- Discussion of civic issues of concern to the family

Summarize ways in which the responsibilities assumed by parents contribute to the development of family members.

QUALITY OF FAMILY MEMBERSHIP

(Specific Concept)

Specific Objectives

Participates in activities which further quality of family membership. (Cognitive—Application)

Increases own effectiveness as a family member. (Affective—Valuing)

GENERALIZATIONS

Children contribute to satisfactions in family living and parents contribute to satisfactions of children.

Love, understanding, and positive direction in the family enable a child to develop a sense of personal worth.

CONTENT

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Quality of Family Membership

Appreciation

Consider in round-table discussion one of the following questions in regard to the meaning of a family:

- Why have a family?
- What difference does it make whether, or not, one grows up in a family?

Indicate qualities of individual worth which may be expressed in the family.

Role play some ways of expressing appreciation in the family and how this expression may be related to feelings of satisfaction and worth.

Students report on opportunities they have utilized in the last twenty-four hours for expressing appreciation to family members.

Consideration

Look up meanings of the words, consideration and kindness. Discuss in class what effect these qualities may have on relationships among family members.

	For a period of days, watch for acts of consideration and kindness at home, in school, on television, in comics. Report in an interesting way to the class.
	Prepare checklist on opportunities for showing consideration and kindness in families. Students use the checklist to check themselves and select one or more activities to carry out which show consideration for family members.
Communication	List methods of communication, other than verbal. Play charades while other students identify the messages communicated. Identify these examples as contributing to or detracting from the quality of family living.
	Describe problems or situations in families which are viewed differently by adults and youth. Role play ways these differences may be reconciled through discussions in which youth and adults participate.
	In circular discussion, students make statements which show how communication is related to quality of family membership.
	Decide upon and carry out an appropriate way to further communication in own family.
Cooperation	Propose situations in which family cooperation seems to be desirable. In groups, propose some means of bringing about needed cooperation among persons concerned.
	Cite instances of cooperation in the family and some effects on the quality of family living.
	Discuss how younger and older family members may cooperate in homemaking activities.
Loyalty	Investigate terms "loyal" and "faithful" as applied to family members. Give examples of instances in which individuals were loyal to their families.
	Have a round-table discussion on why one should keep a family confidence. Follow with discussion of ways family members may help younger children to understand and practice family loyalty.
	Cite examples from literature of ways family loyalty has contributed to strengthening the quality of family living in upholding family values.
	Summarize ways in which loyalty contributes to the quality of family membership.

THE CHILD IN THE FAMILY

(Specific Concept)

Specific Objectives

Appreciates the child as a member of the family. (Affective—Receiving)

Recognizes the responsibility parents have for the total development of children. (Cognitive—Comprehension)

Analyzes contributions made by the family to the development of young children. (Cognitive—Analysis)

Values the importance of a favorable environment on the development of the young child. (Affective—Valuing)

GENERALIZATIONS

The family bears chief responsibility for the development of young children in the family.

Principles of care and guidance of children are learned.

Development of young children is affected by environmental factors.

Responsible guidance by the family helps children progress toward maturity.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
The Child in the Family	
Place of the child in the family Significance of the child to the family	Cite instances from observations in which great joy has been brought to a couple by the birth or adoption of a child.
	Role play situations in which children feel they are, or are not, highly regarded as members of the family.
Significance of the family to the child	Share illustrations from fiction, news, or television programs which show different ways children were influenced by their families.
	Cite some ways in which parents show their regard for the place of the child in the family.
Health of the child Nutrition	Engage in a question and answer session, using resource persons such as young parents, school nurse, or other qualified persons, on the thought, "A healthy child is a happy child."
	Research current literature for information on the relationship of a young child's nutritional status to his physical and intellectual development.
	Apply standards of nutrition to needs of young children in order to plan food for a young child, considering: Food nutrients needed Quantities of food needed Frequency and regularity of feedings Need for introducing new foods Helping child eat unliked foods Between-meal foods Enjoyment of meals

	Propose ways to cope with some problems in child feeding: Finicky appetites Playing with food Preferences for bottle over cup Over-eating Limited food likes
	Cite ways in which early eating habits may set a pattern for food habits in later life.
Exercise, physical activity, sleep, and rest	In a nursery or at home, observe young children to realize the relatively short periods of time a young child is not moving. Find references to support the need of young children for physical activity.
	Produce evidence of how physical development is related to exercise—both indoor and out-of-doors exercise and rest. Establish the importance of alternating physical activity and rest for young children.
	Consult references on the need of young children for adequate sleep; preparation of children for sleep; getting children to bed; regular hours for sleep.
Clothing	Point out relationships of the following factors in clothing for young children to their development: Freedom of movement Properly fitting clothing Protection Safety Comfort Use garments to illustrate features in children's clothing which are related to health.
Housing	Set up criteria to minimize possible danger to a child from: Bed and bedding Steps and exits Electrical outlets High chair Medicine and household chemicals Cutting tools and equipment Kitchen hazards Others
Medical care	Have resource person, doctor or nurse, discuss symptoms in children which indicate need for a doctor.
	Learn to read and care for a clinical thermometer and the way temperature of a baby or young child is taken.
	List first aid supplies needed in a home for minor injuries of children.

Environment for development
- Play
- Adventure
- Creativity
- Language, stories
- Behavior
- Contacts with others
- Example of others
- Independence
- Discipline

Consider how the following factors are related to maintaining the health of the child:
- Immunization and vaccination
- Avoidance of contagion
- Regular check-ups, physical and dental
- Accurate reporting to a doctor
- Establishing favorable relationship between the child and doctor or hospital
- Food, rest, exercise

Investigate responsibilities of adults for providing an environment for play. Give examples of toys and play materials which contribute to:
- Large muscle development
- Small muscle development
- Dramatic expression
- Imaginative and creative experiences
- Recognition of qualities of objects as shape, color
- Language development
- Getting along with others
- Adventure
- Safety

Visit an educational child development center to observe environment for play and learning.

Show a filmstrip or other visual aid to illustrate features of toys suitable for children of different ages.

Consider factors involved in selecting a toy or play material for a child of a given age. Decide upon a suitable item and justify choice. Class members may choose toys for different situations, such as toys for trips, doctor's office, church, convalescence from an illness.

Assemble no-cost and low-cost play materials for young children. Justify selections.

Indicate ways in which a child develops through his interaction with family members and others. Some opportunities adults may utilize in creating an atmosphere favorable for learning may be related to:
- Story telling and reading
- Feeding
- Dressing
- Bathing
- Association with persons outside the family
- Conversation and laughter

Identify basic emotional needs of individuals. Propose principles which may help adults cope with unmet emotional needs in relation to:
- Shyness
- Jealousy

Aggressiveness
Selfishness
Difficulty in getting along with others
Fears
Temper tantrums
Reluctance to express ideas
Thumb sucking
Bed wetting

Point out ages when certain behaviors are more or less typical in normal development and ages when they tend to present problems in the child's development.

Role play incidents in which a young child damages an article in the home. Decide on some statements which may serve as guides to adults in handling such an instance.

Observe adults with children and record examples of adult behaviors that represented good or poor examples for children.

Investigate ways to encourage independence in children by adaptations in housing and home furnishings.

Bring in illustrations of children's furniture which facilitate independence.

Examine children's clothing for features which encourage independence in dressing.

Consult references to find out the purposes of discipline. Point out difference between discipline and punishment. Observe problems of children which may require discipline and propose ways of handling the problems so that learning takes place. With use of references, compile guidelines for parents in helping children with their behavior.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student identifies responsibilities and influences of families on the development of family members.

Suggested Experiences	Representative Behavioral Outcomes
Students project themselves into the role of parents. Propose influences they should like family life to have on their own children. Cite at least five types of influences and justify each selection. Indicate three responsibilities of parents they consider of high priority and justify each.	Influences selected and responsibilities assumed will be related to one or more of the following: Individual worth and dignity Communication among family members Cooperation Responsibility Loyalty Family protection Economic support Affection and love Education Environment for sociability Citizenship preparation Place of the child in the family Health of the child Environment for development

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

YEAR III

UNIT: READINESS FOR MARRIAGE AND PARENTHOOD
(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will clarify beliefs concerning the role of individuals in preparation for marriage and parenthood.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Concepts of Marriage Marriage expectations Engagement Wedding	Family Relationships
Readiness for Marriage Age Financial resources Emotional maturity Family Health Education	Personal Development Family Relationships Consumer Education
Stability in Marriage Personal qualities Emotional factors Joint responsibility Professional assistance	Family Relationships Personal Development
Parenthood Privileges and responsibilities Care of the expectant mother Needs of the baby	Personal Development Family Relationships Child Development

CONCEPTS OF MARRIAGE
(Specific Concept)

Specific Objectives

Assesses various concepts of marriage in relation to values held important. (Cognitive—Evaluation)

Discriminates between realistic and unrealistic expectations concerning marriage. (Cognitive—Analysis)

Formulates some reasonable expectations for marriage. (Cognitive—Synthesis)

Perceives some ways in which the engagement contributes to realistic preparation for marriage. (Cognitive—Synthesis)

Becomes aware of the significance of marriage vows. (Affective—Receiving)

Identifies ways to show consideration for others in making wedding plans. (Cognitive—Comprehension)

GENERALIZATIONS

Concepts concerning marriage are determined by values held important.

Expectations of marriage may be fulfilled over a long period of time, evolving with the growth of the marriage partners.

The period of engagement may be used to reach mutual understandings concerning marriage.

The essentials of a wedding may be provided inexpensively.

CONTENT

Concepts of Marriage

Marriage expectations

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Interview a young married couple and a couple married 25 years or more and/or other resource persons and contrast their expectations of marriage.

Arrange a panel of mothers and fathers to discuss realistic and unrealistic expectations of marriage among youth. Arrange for rebuttal by youth.

Have report on current articles and television programs related to changes in family living which affect marriage expectations.

Compile a list of statements of values in family living which made for "good" family relationships. Consider relevance of these statements to experiences of youth in the teen years.

Make a survey in class or among high school students to find out what they think about teen marriage. Identify statements as realistic or unrealistic concepts of marriage.

Discuss how individuals may participate in present family in order to acquire competencies conducive to sharing in making a marriage succeed.

Divide class into three groups representing: the family with both mother and father, only the father employed; mother or father only in the family and employed; mother and father in family and both are employed outside the home. List on chalkboard a number of homemaking responsibilities. For each of the families characterized above, have each group decide and report: how a given homemaking responsibility could be taken care of in the home and by whom; how a discussion of homemaking responsibilities contributes to concepts of marriage; and extent to which boys and girls in class feel their individual development has prepared them for assuming homemaking responsibilities.

Engagement
  Purposes
  Agreements
  Plans

In round table discussion, formulate beliefs about the engagement: purposes, issues to be discussed, length of engagement, and life styles.

Propose ways individuals may handle the engagement period on the basis of some of the beliefs considered important.

Identify some marks of maturity which members of an engaged couple may observe in each other and in themselves. Plan and take steps to improve own qualities which contribute to readiness for marriage.

Indicate how the decisions to be made during the engagement period contribute to the growth of individuals.

Wedding
  Significance of vows
  Essentials for good taste
  Responsibilities

Study a marriage ceremony and identify promises couples make in the marriage vows. Consult ministers for clarification of meanings.

Consider how the essentials of a wedding are provided under various circumstances. Essentials may include minister, place, ceremony, invitations, guests, clothes, and acknowledgement of gifts. Some of the varying circumstances may include financial resources, time, location, social experiences, closeness of family ties.

Identify the abilities required for weddings of different types and sizes.

Plan ways in which individuals need to develop in order to be ready to assume the responsibilities associated with a wedding.

READINESS FOR MARRIAGE

(Specific Concept)

Specific Objectives

Finds out factors contributing to readiness for marriage. (Cognitive—Knowledge)

Crystallizes own beliefs concerning readiness for marriage. (Affective—Organization)

Identifies some outcomes which may result from readiness for marriage. (Affective—Organization)

GENERALIZATIONS

Readiness for marriage contributes to the likelihood of stability in marriage.

Consideration of factors associated with readiness for marriage provides bases for decision-making relative to marriage.

Readiness for marriage is a developing and growing process over which the individual may exercise control.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Readiness for Marriage	
Age	Identify aspects of readiness for marriage which engaged couples should consider.
	Discuss and list some of the advantages of marriage after the teen years.
	Report on current articles relating to teenage marriage.
Financial resources	Debate "A couple doesn't need much money to marry" or a similar topic.
	Interview young married couples on the question, "What effect does parental financial assistance have on marriage relationships? (Both adverse and beneficial) Seek help from the couples in formulating a few statements on the need for considering financial resources before marriage.
Emotional maturity	Discuss basic differences in emotional characteristics of male and female.
	Discuss and study the meaning of emotional maturity. Develop a check sheet of terms describing an emotionally mature person. Students check themselves to evaluate their level of maturity.
Family	Find out the importance of heredity to marriage.
	Discuss possible values of being well acquainted with family of prospective marriage partner.
	Conduct a panel on the influences families of the couple exert upon the probable success of marriage and parenthood.
Health	Make reports on and follow with discussion of topics such as health as a contributing factor to happiness in marriage, and others.
	Make a survey to determine local laws regarding tests for venereal disease.
	Invite health nurse to explain premarital examination.
Education	Arrange a debate on topics such as, "Every married woman should have preparation for holding a job." "Every husband should have skilled training." "Both men and women should have preparation for homemaking."
	Have a home economist speak on Careers Related to Home Economics in High School or College.

Role play a situation in which parents and daughter discuss the need for the daughter to be prepared to earn her living; husband and wife discuss the wife's desire for further education; parents and students discuss the importance of education in fulfilling parental roles.

Summarize ways in which enrollment in homemaking has enhanced readiness for assuming homemaking responsibilities in marriage.

Debate one or more of the following issues in relation to marriage:

—Marrying a divorced person
—Marrying a person with an illegitimate child
—Marrying a person of a different education, religion, or ethnic background
—Everyone should marry.

Set goals for own readiness for marriage. Those who are married set goals conducive to stability in marriage.

STABILITY IN MARRIAGE

(Specific Concept)

Specific Objectives

Forms judgments about personal attributes which contribute to stability in marriage. (Affective—Organization)

Analyzes ways in which responsibilities and privileges are related to stability in marriage. (Cognitive—Analysis)

Becomes aware of sources of assistance available to couples before marriage and after marriage. (Affective—Receiving)

Recognizes relationships between emotional factors and stability in marriage. (Cognitive—Comprehension)

GENERALIZATIONS

Personal qualities which contribute to stability in marriage are the qualities which contribute to good interpersonal relationships with others.

Thoughtful consideration of personal attributes conducive to a successful marriage contributes to stability in marriage.

An individual's reactions to situations indicate a degree of emotional maturity.

Cooperative efforts in assuming the responsibilities and enjoying the privileges of marriage contribute to stability in marriage.

Professional help with marital or family concerns may make a contribution to stability in marriage for couples who realize the need for assistance and are willing to seek it.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Stability in Marriage Personal qualities	Interview a marriage counselor or minister on personal qualities which may contribute to happiness in marriage. Some qualities may be consideration, cooperation, unselfishness, flexibility, and sense of personal worth and dignity. Plan unrehearsed skits illustrating personal qualities that are admired in family, friends, and dates. Tell why these same traits or qualities may contribute to stability in marriage. Devise checklist for evaluating own personal qualities. Write an essay on "What I would like my husband (wife) to be like and why," or "Qualities I have and/or qualities I need to develop which may contribute to stability in marriage." Compile a checklist to be used by young people to determine whether or not they are prepared to accept the responsibilities of marriage.
Emotional factors	Make a report on television program or an incident from literature that relates to marital happiness. Discuss the evidences of emotional factor(s) which contributed to the happiness. Some may be: love, security, belonging, sense of personal worth, communication, reactions under tension. Discuss the need of individuals for freedom to release tension in the family without loss of feelings of personal worth or dignity. Compose short stories which illustrate ways emotional factors affect the resolving of difficulties by couples and stability in marriage.
Joint responsibility	Role play some instances of couples working out differences through shared responsibilities, interests, and reactions to emergencies. Through reading and discussion, consider how marital problems may be resolved through joint efforts in such areas as use of money, responsibility for children and their care, and other aspects of homemaking. Discuss some instances of pleasant relationships between couples and their in-laws. Summarize some ideas about being a good daughter-in-law or son-in-law and the joint responsibilities for families of both marriage partners.

Professional assistance

Several class members survey the community and report to the group on local agencies and individuals who assist young people in planning and preparing for marriage and couples after marriage. Find out the types of assistance rendered and discuss some situations in which counseling with them may be advisable.

Consider how maturity may minimize some possible effects of the following on stability in marriage: long periods of separation; considerable age difference; living with parents; and marriage before completing education.

PARENTHOOD
(Specific Concept)

Specific Objectives

Understands indications of physical and emotional readiness for parenthood. (Cognitive—Comprehension)

Cites evidences of what it means to a child to be wanted. (Cognitive—Comprehension)

Recognizes satisfactions generally associated with parenthood. (Cognitive—Comprehension)

Discovers relationships between fulfillment of needs of infants and their subsequent development. (Cognitive—Analysis)

Realizes the responsibility of parents for the total development of children. (Affective—Responding)

GENERALIZATIONS

Between parent and child there is a reciprocal relationship upon which each is dependent.

Emotional readiness and physical maturity for parenthood are conducive to the welfare of both the child and the parents.

Maturity is furthered by efforts of parents to help the child grow and develop toward his potential.

The family bears chief responsibility for the development of young children.

The development of a child is influenced by early learning experiences in the home and family.

Principles of care and guidance of children are learned.

CONTENT

Parenthood

Privileges and responsibilities

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Discuss reasons why married couples usually desire children. Consider factors which influence size of family. Indicate ways these factors are related to the responsibilities of parenthood.

Investigate adoption laws. Discuss the pros and cons of adoption.

	Provide a box for questions related to privileges and responsibilities of mothers and fathers as parents. Elect a panel of students to respond to questions.
	Discuss the statement, "Everyone has a right to be well born and wanted."
	Discuss the consequences of child born to immature parents.
	Role play a situation in which an immature mother puts herself or her emotions (fear, desire for recognition) above the welfare of the child.
	Cite some actions and/or attitudes of parents that contribute to happiness to children.
	By means of unrehearsed skits, show ways parents may be autocratic, permissive, or democratic, in relation to emotional, mental, and social development of children.
Care of the expectant mother	Investigate and report on the relationship between: physical readiness of one's body for pregnancy and a successful pregnancy; diet during the teen years and the welfare of the mother and the child.
	Find out and report on needs of expectant mothers for proper food, rest, exercise, clothing, and regular medical attention.
	Plan, prepare, and serve simple meals suitable for an expectant mother who needs to control her weight; whose weight is approved by her doctor.
	Form fact-study groups on "Effect of alcohol, tobacco, and drugs on an expectant mother and her unborn child." Report and discuss findings in class.
	Visit local health department clinic to learn of services provided for the expectant mother and the infant.
Needs of the baby Physical Emotional Mental Social	Find out and discuss how rest and sleep, food, suitable clothing, and other physical factors contribute to the development of the infant.
	Discuss some advantages of breast feeding and of bottle feeding from the standpoint of health and emotional well-being of mother and child.
	Observe and practice ways of bathing, dressing, and feeding the infant which may affect his feeling of security and contribute to emotional development.
	Discuss ways in which parents and family may express love to the young child.
	Discuss infants' need for security and how feelings of security may be fostered.

Observe mothers with young children to see instances of instilling a sense of trust. Report episodes which illustrate:

- —a child's need for encouragement and how it is given
- —child's need for consideration and how it is shown
- —child's need for support and how it is given
- —a child's need to trust himself and how achieved

Teacher give an illustrated presentation and discuss how family members may gain an increased understanding of a baby's behaviors, how he communicates his needs, and how older children and adults may learn to sense his needs.

Review at least five current articles published in newspapers and magazines which pertain to mental and/or social development of the young child and assess the principles conveyed in the articles in light of principles found in current family living resource books. Formulate principles which seem feasible for parents to follow in contributing to the mental and social development of young children.

Invite public health nurse to assist class with problems related to immunization and recognition of signs of baby's illness and treatment of common illnesses of babies which parents may administer.

Prepare a list of reliable free or low-cost resource materials available for parents of young children.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student clarifies beliefs concerning the role of individuals in preparation for marriage and parenthood.

Suggested Experiences	Representative Behavioral Outcomes
Students give examples of ways in which a study of Readiness for Marriage and Parenthood has altered or confirmed their beliefs concerning the role of individuals in preparation for marriage and parenthood.	Examples given by students will relate to beliefs about being ready for marriage and parenthood which will include at least five of the following: Preparation for Marriage Marriage expectations Age Financial resources Emotional maturity Family Health Education Personal qualities Emotional factors Professional assistance Preparation for Parenthood Child rearing Ways to further happiness of young children Prenatal care Personal maturity Attitudes toward parenthood Behaviors and needs of babies Heredity

FAMILY LIVING AREA—INDIVIDUAL DEVELOPMENT IN THE FAMILY

FAMILY LIVING

UNIT: MARRIAGE AND FAMILY
(8 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will identify ways he has developed and is developing as a member of a family and as preparation for marriage.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Importance of the Family Protection Economic support Love and affection Regulation of behavior Education Environment for sociability Citizenship preparation	Family Relationships Child Development
Perceptions of Marriage Marriage expectations Engagement Wedding	Family Relationships Personal Development
Marriage Preparedness Age Financial resources Emotional maturity Family Health Education	Personal Development Family Relationships Consumer Education
Being a Parent Privileges and responsibilities The child in the family	Family Relationships Child Development Health Food Clothing Housing

IMPORTANCE OF THE FAMILY
(Specific Concept)

Specific Objectives

Understands responsibilities families have to members and members have to families. (Cognitive—Comprehension)

Perceives significant ways in which family influences affect family members. (Cognitive—Synthesis)

GENERALIZATIONS

The family has responsibility for guiding all aspects of development.

The family provides an environment for responsible individual development.

A combination of affection and control is conducive to development of emotional support.

Some of the most significant influences on the development of individuals are those exerted by the family.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Importance of the Family	
Protection	Exchange ideas presently held concerning why the family has been considered the basic unit of society and some responsibilities of families.
	Discuss ways in which the family provides protection for family members in: Shelter Health and medical care Safety Personal security Clothing Food Sanitation
Economic support	Interview recently married couples to find out their views concerning the financial obligations marriage involves.
	Justify the statements, "It is the responsibility of adults to provide for their own economic needs."
	Discuss why a couple should defer marriage and/or having children until they can assume full responsibility for their economic support.
	In discussion, state economic factors to bring out to high school students who are thinking of marriage. They should include financial resources, estimated income, and anticipated expenditures.
Love and affection	Discuss importance of expressions of fondness and devotion to the development of family members.
	Discuss the contribution of love and affection in the family to the development of one's self image.
	Observe various ways in which love is manifested in homes.
Regulation of behavior	Cite examples of individual differences among members of families, as a basis for differences in behavior.
	Discuss characteristics of families which may help children learn acceptable behaviors.

Role ploy situations which show reasons for parents' efforts to help children develop acceptable behaviors.

State, in two sentences, own view of a parent's saying, "I am saying, 'No,' only because I love you."

Role play situations which show how parents assume the responsibility for helping their children develop acceptable behavior, which may include:
- Differentiation between right and wrong
- Regard for direction from others
- Concern for others
- Liberty within the law
- Self discipline
- Permissiveness vs. guidance

Listen to a juvenile authority speak in "Liberty, within the Law," emphasizing the responsibility of parents and other adults for helping children accept desirable behavior.

Education

Take sides to discuss, "Every boy and girl should be educated to earn a livelihood and be able to support himself."

Have a round table discussion on the impoftance of all family members having respect for learning at all age levels.

In groups, discuss responsibilities of families for educational attainments of family members. Share with the class the conclusions concerning the following topics:
- Learning opportunities for young children in the home
- Suitable conditions in the home for study
- Regular school attendance
- Provision for school needs
- Motivation to attain a level of education commensurate with capabilities and interests

Have different students prepare reports on opportunities for continuing development, both in school and out of school.

Environment for sociability

Cite examples of types of recreation which families may use in creating an environment of sociability for family members and their friends.

Examine floor plans of houses, apartments, or mobile homes. Cite ways in which plans provide an environment conducive to sociability for different members of the family.

Discuss the responsibility of families to provide opportunities for family members to entertain friends in the home.

Plan, with cooperation of family, a simple entertainment for own friends to be held in the home.

Citizenship preparation

Demonstrate how the concept of parental authority can be democratically exercised by citing instances, real or fictitious.

Dramatize the importance of family members serving as models for honesty, trustworthiness, and loyalty as preparation for citizenship.

In small groups, discuss ways in which families may be responsible for furthering preparation for citizenship among family members. Some of the aspects of citizenship may pertain to:

- Exercise of the franchise by voting
- Respect for public property
- Participation in community projects
- Regard for laws
- Discussion of issues of concern to the family

Summarize ways in which the responsibilities assumed or ignored by parents influence the future of their children.

PERCEPTIONS OF MARRIAGE

(Specific Concept)

Specific Objectives

Assesses various concepts and customs of marriage in relation to values held important. (Cognitive—Evaluation)

Discriminates between realistic and unrealistic expectations concerning marriage. (Cognitive—Analysis)

Formulates some reasonable expectations for marriage. (Cognitive—Synthesis)

Perceives some ways in which the engagement contributes to realistic preparation for marriage. (Cognitive—Synthesis)

Becomes aware of the significance of marriage vows. (Affective—Receiving)

Identifies ways to show consideration for others in making wedding plans. (Cognitive—Comprehension)

Identifies some personality characteristics associated with happy marriage. (Cognitive—Comprehension)

GENERALIZATIONS

Concepts concerning marriage are determined by values held important.

Expectations of marriage may be fulfilled over a long period of time, evolving with the growth of the marriage partners.

The period of engagement may be used to reach mutual understandings concerning marriage.

A wedding need not be costly.

CONTENT

Perceptions of Marriage

Marriage expectations

Engagement
  Purpose
  Agreements
  Plans

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Interview a young married couple and a couple married 25 years or more and/or other resource persons and compare their views of marriage.

Arrange a panel of mothers and fathers to discuss realistic and unrealistic expectations of marriage among youth. Arrange for rebuttal by youth.

Have report on current articles and television programs related to changes in family living which affect marriage expectations.

Compile a list of statements of values in family living which make for "good" family relationships. Consider relevance of these statements to experiences of youth in the teen years.

Make a survey in class or among high school students to find what they think about marrying while in high school and/or upon graduation. Identify statements as realistic or unrealistic concepts of marriage.

Discuss how individuals may participate in present family in order to acquire competencies conducive to sharing in making a marriage succeed. (Married students or young teachers may be needed.)

Divide class into three groups representing: the family with both mother and father employed; mother or father only in the family and employed; mother and father in the family and both are employed outside the home. List on chalkboard a number of homemaking responsibilities. For each of the families characterized above, have each group decide and report: how a given homemaking responsibility could be taken care of in the home and by whom; how a discussion of homemaking responsibilities contributes to concepts of marriage; and extent to which boys and girls in class feel their individual development has prepared them for assuming homemaking responsibilities.

In round table discussion, formulate beliefs about the engagement: purposes, issues to be discussed, length of engagement, and life styles.

Propose ways individuals may handle the engagement period on the basis of some of the beliefs considered important.

Identify some marks of maturity which members of an engaged couple may observe in each other and in themselves. Plan and take steps to improve own qualities which contribute to readiness for marriage.

	Indicate how the decisions made during the engagement period may contribute to the growth of individuals.
Wedding Significance of vows Essentials for good taste Responsibilities	Study a marriage ceremony and identify promises couples make in the marriage vows. Consult ministers for clarification of meanings. Consider how the essentials of a wedding are provided under various circumstances. Essentials may include minister, place, ceremony, invitations, guests, clothes, and acknowledgements of gifts. Some of the varying circumstances may include financial resources, time, location, social experiences, closeness of family ties. Identify the abilities required for weddings of different types and sizes. Plan ways in which individuals need to develop in order to be ready to assume the responsibilities associated with a wedding.

MARRIAGE PREPAREDNESS

(Specific Concept)

Specific Objectives

Find out factors contributing to preparedness for marriage. (Cognitive—Knowledge)

Crystallizes own beliefs concerning preparedness for marriage. (Affective—Organization)

Identifies some outcomes which may result from preparedness for marriage. (Affective—Organization)

GENERALIZATIONS

Preparedness for marriage contributes to the likelihood of stability in marriage.

Consideration of factors associated with readiness for marriage provides bases for decision-making relative to marriage.

Preparedness for marriage is a developing and growing process over which the individual may exercise control.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Marriage Preparedness	
Age	Identify aspects of preparedness for marriage which engaged couples should consider. Discuss and list some advantages of marriage after the teen years. Report on current articles relating to teenage marriage.
Financial resources	Debate, "A couple doesn't need much money to marry" or a similar topic.

Interview young married couples on the question, "What effect does parental financial assistance have on marriage relationships?" (Both adverse and beneficial) Seek help from couples in formulating a few statements on the need for considering financial resources before marriage.

Emotional maturity

Discuss basic differences in emotional characteristics of male and female.

Discuss and study the meaning of emotional maturity. Develop a check sheet of terms describing an emotionally mature person. Students check themselves to evaluate their level of maturity.

Family

Find out the importance of heredity to marriage.

Discuss possible values of being well acquainted with family of prospective marriage partner.

Conduct a panel on the influence families of the couple exert upon the probable success of marriage and parenthood.

Health

Make reports on and follow with discussion of topics such as health as a contributing factor to happiness in marriage, and others.

Make a survey to determine local laws regarding tests for venereal disease.

Invite health nurse to explain premarital examination.

Education

Arrange a debate on topics such as, "Every married woman should have preparation for holding a job." "Every husband should have skilled training." "Both men and women should have preparation for homemaking."

Have a home economist speak on professional careers in home economics.

Role play a situation in which parents and daughter discuss the need for the daughter to be prepared to earn her living; husband and wife discuss the wife's desire for further education; parent and students discuss the importance of education in fulfilling parental roles.

Write statements which indicate "What I would like my husband (wife) to be like and why," or "I know I am not now ready for marriage because . . ."

Debate one or more of the following issues in relation to marriage:

- —marrying a divorced person
- —marrying a person with an illegitimate child
- —marrying a person of a different education, religion, or ethnic background
- —everyone should marry.

Have a marriage counselor to talk with class about basic factors which contribute to preparedness for marriage.

Set goals for own preparedness for marriage; those who are married set goals conducive to stability in marriage.

BEING A PARENT

(Specific Concept)

Specific Objectives

Understands indications of physical maturity and emotional readiness for parenthood. (Cognitive—Comprehension)

Cites evidences of what it means to a child to be wanted. (Cognitive—Comprehension)

Recognizes satisfactions generally associated with parenthood. (Cognitive—Comprehension)

Discovers relationships between fulfillment of needs of children and their development. (Cognitive—Analysis)

Realizes the responsibility of parents for the total development of children. (Affective—Responding)

GENERALIZATIONS

Between parent and child there is a reciprocal relationship upon which each is dependent.

Emotional readiness and physical maturity for parenthood are conducive to the welfare of both the child and the parents.

Maturity if furthered by efforts of parents to help the child grow and develop toward his potential.

The family bears chief responsibility for the development of young children.

The development of a child is influenced by early experiences in the home and family.

Principles of care and guidance of children are learned.

CONTENT

Being a Parent

Privileges and responsibilities

SOME SUGGESTED EXPERIENCES

(Learning—Evaluation)

Discuss reasons why married couples usually desire children. Consider factors which influence size of family desired.

Investigate adoption laws. Discuss the pros and cons of adoption.

Provide a box for questions related to privileges and responsibilities of mothers and fathers as parents. Elect a panel of students to respond to questions.

Discuss the statement, "Everyone has a right to be well born and wanted."

Discuss some possible consequences of being born to immature parents.

Role play a situation in which an immature mother puts herself or her emotions (fear, desire for recognition) above the welfare of the child.

Explain how two children of the same age may differ markedly due to presence or absence of parental affection and parental attention, such as communicating, sharing activities, or providing for a variety of experiences. Indicate implications for parental responsibilities.

Cite some actions and/or attitudes of parents that contribute to happiness of children.

By means of unrehearsed skits, show ways parents may be autocratic, permissive, or democratic, in relation to emotional, mental, and social development of children.

Study behaviors of young children that are related to unmet social or emotional needs and propose ways in which family members may help to meet the needs identified.

Research reasons for actions of individuals such as being shy, having frequent temper tantrums, crying easily, being very talkative or bossy, and getting into fights, arguments, or disagreements. Use role playing or skits to share research with class, indicating some possible approaches to satisfying social or emotional needs identified.

Make bulletin boards on "Personality Needs of Children, Youth, and Adults."

List ways in which health of either member of a marriage partnership may affect parenthood.

Investigate and report on the relationship between: physical readiness of one's body for pregnancy and a successful pregnancy; diet during the teen years and the welfare of the mother and child.

Small groups find out and report on needs of expectant mothers for proper food, rest, exercise, clothing, and regular medical attention.

Plan, prepare, and serve simple meals suitable for an expectant mother who needs to control her weight; whose weight is approved by her doctor.

Form fact-study groups on "Effect of alcohol, tobacco, and drugs on an expectant mother and her unborn child. Report and discuss findings in class.

Discuss decisions to be made by the unwed mothers and their responsibilities to the children.

Visit local health department clinic to learn of services provided for the expectant mother and the infant.

The child in the family Place of the child in the family	Cite instances from observations in which great joy has been brought to a couple by the birth or adoption of a child. Role play situations in which children feel they are, or are not, highly regarded as members of the family. Share illustrations, from fiction, news, or television programs, which show different ways children were influenced by their families.
Health of the child Nutrition Exercise, physical activity, sleep, and rest Clothing Housing Medical care	Engage in a question and answer session, using resource persons such as young parents, school nurse, or other qualified persons, on the thought, "A healthy child is a happy child." Research current literature for information on the relationship of a young child's nutritional status to his physical and intellectual development. Apply standards of nutrition to needs of young children in order to plan food for a young child, considering: Food nutrients needed Quantities of food needed Frequency and regularity of feedings Need for introducing new foods Helping child eat unliked foods Between-meal foods Enjoyment of meals Propose ways to cope with some problems in child feeding: Finicky appetites Playing with food Preference for bottle over cup Over-eating Limited food likes Cite ways in which early eating habits may set a pattern for food habits in later life. In a nursery or at home, observe young children to realize the relatively short periods of time a young child is not moving. Find references to support the need of young children for physical activity. Produce evidence of how physical development is related to indoor and out-of-door exercise and rest. Establish the importance of alternating physical activity and rest for young children. Consult references on the need of young children for adequate sleep; preparation of children for sleep; getting children to bed; regular hours for sleep.

Atmosphere for development
  Play
  Adventure
  Creativity
  Language, stories
  Behavior
  Contacts with others
  Example of others
  Discipline
  Independence

Point out relationships of the following factors in clothing for young children to their development:
  Freedom of movement
  Properly fitting clothing
  Protection
  Safety
  Comfort

Use garments to illustrate features in children's clothing which are related to health.

Set up criteria to minimize possible danger to a child from:
  Bed and bedding
  Steps and exits
  Electrical outlets
  High chair
  Toys
  Medicine and household chemicals
  Cutting tools and equipment
  Kitchen hazards
  Others

Consider how the following factors are related to maintaining the health of the child:
  Immunization and vaccination
  Avoidance of contagion
  Regular check-ups, physical and dental
  Establishing favorable relationship between child and doctor or hospital
  Food, rest, exercise

Have resource person, doctor or nurse, discuss symptoms in children which indicate need for a doctor.

Learn to read and care for a clinical thermometer and the way temperature of a baby or young child is taken.

List first aid supplies needed in the home for minor injuries of children.

Investigate the responsibilities of adults for providing an environment for play. Give examples of toys and play materials which contribute to:
  Large muscle development
  Small muscle development
  Dramatic expression
  Imaginative and creative experiences
  Recognition of qualities of objects, as shapes, color
  Language development
  Getting along with others
  Adventure
  Safety

Visit an educational child development center to observe environment for play and learning.

Show a filmstrip or other visual aid to illustrate features of toys suitable for children of different ages.

Consider factors involved in selecting a toy or play material for a child of a given age. Decide upon a suitable item and justify choice. Class members may choose toys for different situations, such as toys for trips, doctor's office, church, convalescence from an illness.

Assemble no-cost and low-cost play materials for young children. Justify selections.

Indicate ways in which a child develops through his interaction with family members and others. Some opportunities adults may utilize in creating an atmosphere favorable for learning may be related to:

Story telling and reading
Feeding
Dressing
Bathing
Association with persons outside the family
Conversation and laughter

Identify basic emotional needs of individuals. Propose principles which may help adults cope with unmet emotional needs in relation to:

Shyness
Jealousy
Aggressiveness
Selfishness
Difficulty in getting along with others
Fears
Temper tantrums
Reluctance to express ideas
Thumb sucking
Bedwetting

Point out ages when the above behaviors are more or less typical in normal development and ages when they tend to represent problems in the child's development.

Role play incidents in which a young child damages an article in the home. Decide on some statements which may serve as guides to adults in handling such an instance.

Observe adults with children and record examples of adult behaviors that represented good or poor examples for children.

Consult references to find out the purposes of discipline. Point out difference between discipline and punishment. Observe problems of children which may require discipline and propose ways of handling the problems so that learning takes place. With use of references, compile guidelines for parents in helping children with their behavior.

Investigate ways to encourage independence in children by adaptations in housing and home furnishings.

Bring in illustrations of children's furniture which facilitate independence.

Examine children's clothing for features which encourage independence in dressing.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student identifies evidences of development as a member of a family and as preparation for marriage.

Suggested Experiences	Representative Behavioral Outcomes
Students cite examples of how the unit, Marriage and Family, has expanded their thinking, helped them clarify their values and goals, or changed their thinking with respect to each of the following concepts: Importance of the family Perception of marriage Marriage preparedness Being a parent	Statements similar to the following would indicate changing ways of thinking or feeling: I have come to value my family more highly and to realize the many contributions that my family makes to my development as well as to others in the family. My perception of marriage is changing in that .... I now realize the need for preparation for assuming the responsibilities of marriage. I have increased awareness of the responsibility of the family for the total development of children and other family members. I have a greater awareness of the need to study the principles of child care and guidance. I realize that parents need to understand the principles of child development to provide a sound basis for decision-making in rearing children.
Students indicate at least two activities pertaining to individual development in which they are now engaging which make a contribution to preparedness for marriage.	The following student activities are suggestive of the types that may be cited: Contribute to the solution of a family problem. Engage in an activity designed to increase family cohesiveness. Develop and carry out a plan for enhancing the realization of one's potential in physical, emotional, social, or mental development.

MANAGEMENT IN THE FAMILY

OVERVIEW

Management is an increasingly important factor in the operation of households, as family living undergoes continuing change. Some changes affecting the family include employment of women outside the home, increased activities of family members, alternative procedures in attaining desired goals, availability of time- and labor-savers, standards of living, and relative scarcity and/or high cost of household employees. Management facilitates accomplishment of homemaking tasks so that needs of the family will be met and individuals will be able to pursue a variety of interests.

Management in the Family focuses on determining values and goals, making decisions, planning, making effective use of resources, and determining appropriate action. Intellectual abilities in the performance of homemaking responsibilities constitute a major emphasis in the units. Students will be helped to realize that an orderly and well organized environment contributes to positive attitudes toward work in the home and attendant satisfactions; interaction among family members in working out management practices is an underlying objective.

The units in Management in the Family give prominence to the application of management principles to different aspects of homemaking. Management requires knowledge of efficient methods of performing homemaking tasks and skill in performance of these tasks. Experiences in the units provide opportunities for developing homemaking skills.

Full awareness of the place of management in homemaking furthers the realization that a completed homemaking task is significant to the extent that it makes a contribution to satisfactions in family living.

MANAGEMENT IN THE FAMILY

SPECIFIC CONCEPTS AND CONTENT

Sixth Grade PERSONAL MANAGEMENT—ORDERLINESS

- **Orderliness**
  - Management for orderliness
  - Rewards of orderliness
    - Effect on family living
    - Effect on personal development
    - Safety

Seventh Grade PERSONAL MANAGEMENT—ORGANIZATION

- **Organization**
  - Planning
    - Activities
    - Duration, frequency
    - Sequence
  - Decisions
    - Personal goals
    - Alternatives
    - Evaluation and adjustment
    - Action
  - Satisfactions
    - Leisure time
    - Family relationships
    - Self esteem

Year I MANAGEMENT OF PERSONAL RESOURCES

- **Elements of Management**
  - Values, goals, standards
  - Resources
  - Personal and family interaction
- **Skills and Abilities in Management**
  - Efficient procedures in food management
    - Management of facilities
      - Location of equipment
      - Equipment for job
      - Use and care of equipment
    - Management of time
      - Work simplification
      - Work schedule or plan
    - Management of foods and meals
    - Management of self
  - Efficient procedures in clothing management
    - Value of construction
    - Equipment selection
    - Pattern selection
    - Fabric selection

  - Work habits
  - Pattern use
  - Machine operation
  - Marking
  - Construction processes
- Efficient procedures in housing management
  - Care of own room
  - Storage
  - Safety
  - Household repairs
  - Care of the house
  - Equipment and supplies for cleaning
- Efficient procedures in laundering
  - Sorting
  - Repairs
  - Hand washing
  - Machine laundering
  - Hanging or drying
  - Folding
  - Pressing (or, occasionally, ironing)
  - Hanging
  - Storing

Year II MANAGEMENT OF FAMILY RESOURCES

Space Management
- Work areas
- Storage areas
- Family living areas
- Rest and privacy areas

Work Simplification
- Tools, equipment, and supplies
- Time- and labor-saving equipment and products
- Techniques and methods
- Elimination of tasks

Physiological Considerations
- Strength, energy, fatigue
- Rest and relaxation
- Sanitation
- Emergencies—Illness, first aid

Psychological Considerations
- Satisfactions
- Mental health

Year III MANAGEMENT FOR THE YOUNG FAMILY

Satisfactions
- Family stability
- Goal achievement
- Cooperative decisions
- Flexibility and adaptation

Resourcefulness

- Homemaker—wage earner
- Roles of family members
- Interests and resources
- Attitudes toward homemaking

Homemaking Responsibilities

- Management and health
  - Management and illness
  - Management and recreation
- Management and children
  - Space for children
  - Care of children
- Management and family housing
  - House care
  - Care of flowers and plants
  - Yard care
  - Location of home
- Management and family clothing
  - Clothing selection
  - Construction
  - Clothing care center
- Management and family food
  - Shopping and storage
  - Essential equipment
  - Food preparation
  - Food for unexpected entertaining

Family Living

MANAGEMENT IN HOMEMAKING

Understanding Management

- Values, goals, standards
- Management process
- Resources
- Personal and family interaction

Functional Work Procedures

- Valuing time
- Reducing work
- Organizing for tasks

Managerial Resources

- Homemaker—wage earner
- Roles of family members
- Interests and resources
- Attitudes toward homemaking
  - Satisfactions
  - Mental health

Managerial Abilities

- Management and health
- Management and recreation
- Management and children
  - Routine attention
  - Special attention

- Space for children
- Care of child outside home

Management and family housing

- House care
- Cleaning equipment and supplies
- Storage
- Safety
- Household repairs

Management and family clothing

- Construction
- Care
- Laundering

Management and family food

- Shopping and storage
- Essential equipment
- Food preparation
- Food for unexpected entertaining

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

SIXTH GRADE

UNIT: PERSONAL MANAGEMENT—ORDERLINESS

(6 weeks of 18-week course)

Unit Objective: Upon completion of this unit, the student will improve personal management practices through orderliness.

SPECIFIC CONCEPT	HOME ECONOMICS SUBJECT MATTER
Orderliness Management for orderliness Rewards of orderliness	Housing Clothing Personal Development Food Management

ORDERLINESS

(Specific Concept)

Specific Objectives

Appreciates the contribution that orderliness makes to management. (Affective—Receiving)

Applies principles of orderliness as a means of improving personal management practices. (Cognitive—Application)

GENERALIZATIONS

Establishing orderliness and maintaining orderliness contribute to effective use of an individual's time and effort.

Through analyzing and assessing convenience factors, changes may be effected which contribute to improved personal management practices.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Orderliness Management for orderliness	List personal belongings which can be kept in orderly or disorderly manner. Demonstrate. Have a contest in which students place basic utensils in unit kitchen as quickly as possible in order and in correct place. In groups of two, students go through or look around the department and cite instances of orderliness and disorderliness. Conduct an "orderliness experiment." Note time required to leave class when belongings are orderly; disorderly. Arrange different areas in the homemaking department to illustrate neatness, convenience, and grouping.

Select areas of bedroom that could be made more orderly. Students make and carry out a plan in this room and report to the class their reactions and those of family members as a result of having a more orderly room.

In a simple clothing construction project, emphasize management practices, such as keeping small sewing equipment together; using pin cushion; pinning or tying together the left-over material; returning folded pattern pieces to envelope; keeping threads and scraps off the floor; keeping work free of wrinkles; and other practices of orderliness.

Role play the value of arrangement and neatness in storage of clothes, such as putting away after use; assembling at night what will be needed for next day; and sorting out garments that need to be cleaned or repaired.

Demonstrate, in groups, arrangement of school materials, grooming aids, records, and clothing to achieve orderliness.

Demonstrate how orderliness in use of small kitchen equipment and supplies saves time in the preparation of foods, such as: iced tea, cookies, sandwiches, and pizza.

Compare two ways of performing a task to illustrate how orderliness contributes to good results.

Rewards of orderliness
  Effect on family living
  Effect on personal development
  Safety

Give examples of some effects of orderliness on family living.

Cite examples of how keeping belongings in order saves time and frustration and contributes to safety.

Role play ways in which orderliness can make for a happier home. Some topics may be:
  Getting ready to go to school
  Sharing a bedroom or bathroom
  Preventing accidents

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student improves personal management practices through orderliness.

Suggested Experiences	Representative Behavioral Outcomes
Students explain in writing at least one improvement in being orderly that they have made or that they are making.	Students' responses would include one of the following: Arranging articles in orderly way Grouping like articles Practicing neatness

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

SEVENTH GRADE

UNIT: PERSONAL MANAGEMENT—ORGANIZATION

(6 weeks of 18-week course)

Unit Objective: Upon completion of this unit the student will improve personal management practices through organization.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Organization	Housing
Planning	Clothing
Decisions	Foods
Satisfactions	Leisure
	Family Relationships
	Personal Development
	Management

ORGANIZATION

(Specific Concept)

Specific Objectives

Recognizes organization as an aid in management. (Cognitive—Knowledge)

Develops and uses a plan for organization of some personal activities. (Cognitive—Application)

Becomes aware of satisfactions which may be derived from organization. (Affective—Receiving)

GENERALIZATIONS

Organization facilitates accomplishment of tasks and contributes to satisfactions.

CONTENT

Organization
- Planning
  - Activities
  - Duration, frequency
  - Sequence

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

List some home activities performed. Organize list to show those performed regularly and those done occasionally. Decide how frequently the different tasks need to be performed, the time required, and the sequence in which the tasks are to be performed.

Evaluate a few classroom or home tasks in terms of their being organized. Divide class into small groups to discover tasks that may have been better organized.

Note organization of areas in the department for foods, family living, study, and clothing activities. Report examples of organization for a particular task.

Prepare simple foods, concentrating on factors involved in organization.

Demonstrate in a simulated experience, the cleaning of a room. Indicate how organization made a contribution to getting the task accomplished.

Decisions
  - Personal goals
  - Alternatives
  - Evaluation and adjustment
  - Action

Make an individual plan for before school activities and/or Saturday activities for a week, considering the time required, how often the activities are performed, and the sequence of activities.

Select one activity with which all students are familiar, for example, washing dishes. Demonstrate washing dishes. At each step, ask students for other ways of accomplishing the step. With succeeding steps, evaluate choice previously made. Discuss success of the completed task and decide upon and use the preferred technique or action. Apply the process in arriving at a decision on similar homemaking tasks. Report results.

Decide on some of the essentials of organization, including assembling and arranging equipment.

Organize cleaning equipment and supplies needed to care for own room to increase efficiency in cleaning.

Assemble and organize articles needed in care of clothing. Indicate how these contribute to efficiency in care of clothes.

Make efficient preparation for construction of a simple sewing project, including securing needed supplies on one shopping trip, selecting project within ability to construct, being ready to begin project at designated time, developing skills and abilities in use of pattern and machine, and basic construction techniques.

Set up a plan for making a simple sewing project in two weeks. Construct the project. Evaluate management practices.

Satisfactions
  - Leisure time
  - Family relationships
  - Self esteem

Cite instances from this unit in which organization for better management resulted in increased time for leisure.

Role play family situations in which good organization or poor organization practices had an effect on relationships among family members.

Have a session on "I feel good when . . ." in which students make statements on how they feel about satisfaction gained from organization for work (or play). This could be followed by an "I feel terrible when . . ." session.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student improves personal management practices through organization.

Suggested Experiences	Representative Behavioral Outcomes
Students report orally or in writing one or more ways in which personal management practices have been improved through organization.	Evidences of improved management practices will include one or more of the following: Planning Decisions Assembling and arranging supplies and equipment

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

YEAR I

UNIT: MANAGEMENT OF PERSONAL RESOURCES
(14 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will make effective use of some management practices.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Elements of Management	Management
Values, goals, standards	Family Relationships
Resources	
Personal and family interaction	
Skills and Abilities in Management	Management
Efficient procedures in food management	Foods
Efficient procedures in clothing management	Clothing
Efficient procedures in housing management	Housing
Efficient procedures in laundering	

ELEMENTS OF MANAGEMENT
(Specific Concept)

Specific Objectives

Interprets the meaning of management. (Cognitive—Comprehension)

Is aware of the relationship of values and goals to management. (Affective—Receiving)

Participates in clarifying values and goals in relation to use of personal resources. (Affective—Responding)

Is aware of influence of standards on management practices. (Affective—Receiving)

Recognizes resources related to management. (Cognitive—Knowledge)

Examines ways in which use of personal resources contributes to realization of personal goals. (Affective—Valuing)

Uses one or more resources in personal management situations. (Cognitive—Application)

Appreciates the relationship between management or lack of management of personal resources and family interaction. (Affective—Receiving)

GENERALIZATIONS

Individuals differ in resources available and priorities in use of resources.

Perception of available resources enhances the management potential of individuals.

Values serve as guides for developing goals.

Clarification of values, goals, and standards contributes to satisfactions in use of personal resources.

CONTENT

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Elements of Management

Values, goals, standards

Define and give examples of values, goals, and standards as they relate to management. Share definitions to clarify terminology; through class effort arrive at a meaning for each of the terms.

Identify values which may be reflected in the following situations related to management:

—inviting guests for dinner at 6:00 p.m. and serving dinner at 8:00 p.m.
—Making plans to be away from home when additional help is needed with some special job that needs to be done.
—Volunteering to assist with a family project.
—Making plans and preparing for a special family occasion.

Role play situations which illustrate how management varies because of values held by different individuals.

Using a film, story, case study, or example discuss the goals and resources involved and their use in achieving a desired end in management.

Relate feelings about management to certain values or goals which are regarded as important.

Cite illustrations of common household tasks which point out examples of standards. Identify some standards which can or should be flexible.

Discuss how the standards of a family might differ according to circumstances.

—Mother does or does not work outside the home.
—A number of small children in the family or mostly teenagers in the family.

Discuss meaning of management through examples of lack of management in people's lives, such as, "He is always late because . . ."

Look at examples in which individual and family goals, values, and standards may conflict. Propose in groups some solutions.

Resources

Identify own resources, such as, health, energy, time, knowledge, abilities, skills, interests, attitudes, community, resource people, personal and family relations, cultural heritage. Cite ways each of the resources may facilitate management.

Consider attitudes as a resource which may have a positive or negative influence in management. Discuss how "wanting" to do something helps a person to do it. Contrast the effect of "hating the job" and "enjoying the job" on accomplishments.

Invite a homemaker who is successful in management to speak to the class on the relationship between "know-how" and the ability to manage.

Cite examples of effective and ineffective use of resources which may occur in the management of personal and family resources, including use of homemaking abilities, time, leisure, and intellectual ability.

Personal and family interaction

Role play situations in which a family discussion results in efficient use of resources of different family members. Show how interaction of family members may be an asset.

Cite examples of cases of family responsibilities not carried out effectively because of lack of family interaction.

Plan an activity which involves family members. Report the results of the activity from the standpoint of management, such as how family members planned and worked together.

Plan individual activities to be carried out at home which are designed to make more effective use of own resources in management.

SKILLS AND ABILITIES IN MANAGEMENT

(Specific Concept)

Specific Objectives

Recognizes that application of the principles of management facilitates accomplishment of homemaking tasks. (Cognitive—Comprehension)

Acquires skills and abilities needed for management in homemaking activities. (Cognitive—Application)

Becomes aware of the relationship between skills and abilities in homemaking and management. (Affective—Receiving)

GENERALIZATIONS

Competence in homemaking skills and abilities increases satisfactions gained from managing homemaking tasks.

Modern family living necessitates efficient performance of tasks in homemaking.

Reasonable competence in homemaking skills and abilities is basic to management.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Skills and Abilities in Management Efficient procedures in food management Management of facilities Location of equipment Equipment for job Use and care of equipment	Identify work centers in the kitchen and items of equipment in each. Assemble equipment needed for using recipes for different foods. Students return equipment to proper places. After students become familiar with placement of equipment, the teacher moves some items of equipment. Students are asked to locate different items, some of which are in designated places, others are not. Note time saved by correct placement of equipment. Rearrange small equipment at home for more efficiency. Report results of changes made in each work center. Select equipment for jobs such as: Making bread crumbs Dicing celery or cubing meat Paring potatoes Watch teacher demonstration of table setting and note effect of location of storage of table appointments on efficiency. Set table for different menus employing efficient procedures. Observe demonstrations on the use and care of large and small items of kitchen equipment. Show how efficient use and care of equipment are related to efficiency. Find out about and practice caring for equipment and surfaces in the kitchen, including range, and refrigerator, toaster, and dishwasher. Discuss advantages of frequent and regular care. Carry out new experiences in use and care of kitchen equipment at home and at school. Demonstrate efficient procedures in dishwashing using different facilities: dishwasher, sink or sinks, or dishpans.
Management of time Work simplification Work schedule or plan	Analyze menus from the standpoint of work simplification. Considering ways to minimize time and energy involved. Set up criteria for evaluating management practices in meal preparation. Use in evaluating meals to be prepared. Develop a time plan for preparing and serving simple menus within a given period of time.

Management *of foods and meals*

Study recipes and identify principles of cookery involved in preparation of foods such as:

- Salads
- Fruits
- Vegetables, cooked
- Custard
- White sauce or gravy
- Pudding
- Meats
- Cheese and egg dishes
- Breads

Demonstrate in class preparation of foods which involve essential techniques of measuring, mixing, and cooking.

Using principles of cookery, prepare at least two foods in each of the basic food groups.

Store a week's supply of groceries, including not only where and how stored, but also how to prepare for storage.

Prepare several individual foods, and continue the preparation until an acceptable level of proficiency has been reached. Both in-class and out-of-class preparation is needed.

Plan, prepare, and serve simple meals which utilize some of the principles of efficient food management.

Management of self

Role play situations where thinking or lack of thought in food management makes a difference in: product, time required, satisfaction derived, and contribution to own development. Summarize the important points brought out as to the relationship between thinking and effective management.

Using the adage, "An ounce of prevention is worth a pound of cure," list ways to further safety and cleanliness:

—around the range
—when using knives
—when using electrical appliances
—when cooking pork
—when storing food
—through personal cleanliness
—through what one wears in the kitchen
—through control of insects

Report on efficient procedures in food management used at home.

Efficient procedures in clothing management
- Value of construction
- Equipment selection
- Pattern selection
- Fabric selection
- Work habits
- Pattern use
- Machine operation
- Marking
- Construction processes

Consider some management decisions to be made regarding buying clothing as against constructing clothing.

Conduct discussion and study session on sewing equipment and supplies needed for efficient management. Explain how the following relate to good management in clothing construction: kind and size of needle, pins, shears, thimble, and thread; measuring tape, marking equipment and supplies; needle threader, hem gauge; seam ripper; pin cushion.

Consider how pattern selection may facilitate management in clothing construction. Considerations may include: limited time for construction, contribution to development of basic construction skills, minimum pattern alterations, fabric which is easy to handle.

Develop criteria for selection of fabric which facilitate construction.

Develop a shopping list for supplies needed for making a garment and justify the desirable practice of making all selections at one time.

Set up some criteria for good management practices related to efficient work.
- Concentrating on own work
- Increasing independence
- Keeping work area and tote tray neat and orderly
- Working at a table and keeping work on the table, except when stitching at machine.

Make plans for efficient management in construction and develop a progress chart which will enable students to complete garment in as short a time as possible, by working both at school and at home.

Cite ways in which the following are conducive to efficiency in construction:
- Ability to read and use pattern envelope and guide sheet
- Transferring pattern markings correctly
- Preparation of pattern and fabric
- Ability to operate sewing machine independently
- Keeping pattern and garment free of wrinkles
- Washing hands before beginning construction
- Pressing seams before crossing another seam
- Organizing work to do as much stitching or pressing at one time as possible

Construct garment using efficient procedures.

Individual students record good management practices used in construction and good management practices observed in the class.

Efficient procedures in housing management
- Care of own room
- Storage
- Safety
- Household repairs
- Care of the house
- Equipment and supplies for cleaning

Participate in round table discussion of the cleaning jobs in own rooms which are affected by management procedures.

Buzz on: "Attractiveness in surroundings contributes to efficiency" and "Color affects one's efficiency." Relate this to own bedroom, classroom, and other rooms.

Consider relationship of activity centers in bedroom to each other and make a change which may increase convenience.

Develop criteria for a well lighted room for reading, study, storage, and grooming areas. Evaluate lighting in own room and make at least one improvement. Cite ways lighting contributes to efficiency.

Plan demonstration or exhibit on types of storage, principles of storage, simple storage helps, and ways to improvise for efficient storage.

Role play ways in which well-planned and orderly closets or dresser drawers contribute to efficiency and satisfaction.

Conduct a survey to find out all the accidents that have occurred in own home and homes of others. Summarize types of accidents and where accidents occurred. Develop a safety code to share with own family and families surveyed.

Discuss: "Elimination of safety hazards contributes to efficiency and accidents impair efficiency."

Select individual projects to eliminate accidents in own home.

Practice making simple household repairs, such as resetting a circuit breaker, using plunger in sluggish drain, making dresser drawer pulls secure, replacing a blown fuse.

Study and practice efficient procedures in performing tasks in the care of the home, including furniture, furnishings, finishes.

Examine and evaluate various types of cleaning equipment and supplies and the contribution each makes to efficiency in care of the home.

Set up a plan for caring for own room at home. Report to class progress made in reducing time required and increasing efficiency.

Make a plan for daily and less frequent care of the home economics department, using efficient methods, supplies, and equipment.

Efficient procedures in laundering
- Sorting
- Repairs
- Hand washing
- Machine laundering
- Hanging or drying
- Folding
- Pressing (or, occasionally, ironing)
- Hanging
- Storing

Propose ideas for convenient locations for storage of cleaning equipment and supplies and desirable organizational practices for cleaning. Try out ideas at home and in home economics department. Report results.

Make plans for responsibilities that may be assumed for keeping home safe and healthful.

Observe teacher demonstration which takes a typical family laundry from the hamper to the line or dryer. Included are a pair of "good" hose, a sweater, a drip-dry dress, and so on. A form could be used by each student on which the steps in laundering are given. On the left side of the form, the students could list some points for efficient management; on the right, some outcomes of poor management.

Find out when and how to use bleaches, fabric softeners, detergents, and soaps in laundering.

Consider ways to eliminate or minimize work in laundering by:
- Removing items from dryer immediately and folding or hanging
- Hanging and folding sheets and towels to minimize wrinkles

Demonstrate correct methods and practices in washing, pressing, ironing, folding, or hanging of commonly laundered items, such as:
- Drip-dry garment
- No-iron pants
- Sweater
- Sheets and pillowcases
- Towels
- Shirt
- Socks or hose
- Lingerie

Select and carry out an individual project in some aspect of laundering.

Clarify ways in which skills and abilities contribute to efficiency in management.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student makes effective use of some management practices.

Suggested Experiences	Representative Behavioral Outcomes
Students describe individual projects and/or the development of skills and abilities during this unit which have contributed to effective management in food, clothing, housing, and/or laundering.	Descriptions would include five of the following: A plan for work Work simplification Orderly arrangement Convenient arrangement Skills and abilities in management Selection and use of equipment best suited for the job Thinking through and keeping mind on work Safety
Students cite examples of elements of management which have enabled them to derive satisfactions from decisions related to management which were made during this unit.	Examples cited would relate to at least three of the elements of management: Values Goals Standards Resources Personal and family interaction

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

YEAR II

UNIT: MANAGEMENT OF FAMILY RESOURCES
(12 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will develop competencies which contribute to management of family resources.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Space Management Work areas Storage area Family living areas Rest and privacy areas	Housing Management
Work Simplification Tools, equipment, and supplies Time and labor-saving equipment and products Techniques and methods Elimination of tasks	Housing Management Foods Clothing
Physiological Considerations Strength, energy, fatigue Rest and relaxation Sanitation Emergencies—illness, first aid	Health Personal Development
Psychological Considerations Satisfactions Mental health	Health Personal Development Family Relationships Child Development

SPACE MANAGEMENT
(Specific Concept)

Specific Objectives

Appreciates ways in which management contributes to functional use of family living areas in the home. (Affective—Receiving)

Assumes responsibility for analysis of an area in the home and proposes a change which would result in increased convenience. (Affective—Responding; Cognitive—Synthesis)

Recognizes ways the uses of space facilitate or impede management practices. (Cognitive—Knowledge)

GENERALIZATIONS

Space management involves perceiving family needs and determining ways space may be utilized to further effective work in the home.

Decisions pertaining to functional use of space necessitate considering and trying out alternatives.

CONTENT

Space Management

Work areas

Storage areas

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Consider ways in which human resources may be an asset in management in the family, such as time, energy, skills and abilities, attitudes, interests, health.

Find out the general types of kitchen arrangements and the characteristics and good qualities of each. Analyze from the standpoint of potential for good management.

Consult references to find out the work centers every kitchen needs.

List the various activities that take place in the kitchen. Indicate the appropriate work center for each activity listed.

Point out how kitchen shelves and cabinets that are not convenient can be improved by making or buying racks, drawer dividers, step shelves, lazy susan, wall tables, or pull-out drawers.

Analyze work centers in kitchens at home and in the department. Propose ways to make work areas more functional.

Investigate different locations from standpoint of convenience for: laundering equipment and supplies; family record keeping; cleaning equipment and supplies.

Evaluate selected household items to see if frequency of use justifies the space required.

Analyze storage space available in home or home economics department for evidences of efficient or inefficient provision of or use of space.

Try out ways to make storage areas more functional.

In round table discussion, consider the types of storage needed for:
Clothing
Toys and play material
Cleaning equipment
Recreation
Records
Yard equipment
Other

Identify one way to improve a storage area in own home.

Carry out an individual project in own home on improving storage.

Family living areas

Find house plans in magazines or newspapers and consider whether or not the drawings provide suitable arrangement of centers for family activities. Share the findings with class members. Consider family composition, family interests, age of family members. Suggest improvements in any area where changes would facilitate management.

Propose ways in which space management or housing may help avoid conflicts in use of family living areas and accommodate different interests of family members.

Role play situations or use case studies to show how teenagers may manage to share space with other family members. Discuss ways in which problems may be resolved.

Cite ways the following may affect family living:
  Over-crowding
  Lack of privacy
  Lack of play space for children
  Insufficient bedrooms to provide for children of both sexes.

Using a floor plan from a magazine or bulletin, conduct a session on "If my family lived in this house, where would we . . . ?" Consider ways a family could manage effectively to carry on different family living activities, including recreation, both indoor and outdoor.

Rest and privacy areas

In round table discussion, consider needs of different family members for rest and/or privacy.

Discuss provisions in the bedroom for privacy, reading, writing, sitting and relaxing, music, and television.

Consider innovative ideas for providing rest and/or privacy.

Identify human resources which contribute to space management.

WORK SIMPLIFICATION

(Specific Concept)

Specific Objectives

Recognizes the value of functional work procedures in facilitating performance of homemaking tasks. (Affective—Valuing)

Uses simplification practices in performance of homemaking tasks to save time and energy. (Cognitive—Application)

Devises a plan which represents a creative way to perform a homemaking task. (Cognitive—Analysis)

Examines ways in which functional work procedures contribute to the well-being and happiness of family members. (Affective—Valuing)

Understands relationships between skillful performance of homemaking tasks and managerial ability. (Cognitive—Comprehension)

Performs homemaking tasks with increasing proficiency. (Affective—Responding)

Relates safety practices in the home to management. (Affective—Organization)

GENERALIZATIONS

Decisions for easier homemaking result from critical analysis of tasks, of ways of accomplishing tasks, and of goals important to individuals and families.

Time and energy, which are limited resources, may be extended through management practices involving work simplification.

Management contributes to the accomplishment of homemaking tasks with ease, efficiency, and satisfaction.

Management involves recognition and use of human resources in performing homemaking tasks.

CONTENT

Work Simplification

- Tools, equipment, and supplies
- Time- and labor-saving equipment and products
- Techniques and methods
- Elimination of tasks

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Discuss how work simplification is related to time and energy as resources to be managed.

Skilled and unskilled students perform a homemaking task to show differences in efficiency and energy required. Cite examples of ways competencies in homemaking are related to managerial ability.

Consult with homemakers to find out what they consider their most important time and work savers in foods, clothing, house care. Categorize as to:
- Accessibility of tools and equipment
- Time- and labor-saving equipment or supplies
- Techniques or methods
- Elimination of tasks

Summarize the categories most frequently mentioned by those consulted.

Cite examples of how duplicates of certain equipment and supplies may save time and energy in homemaking.

Arrange tools and equipment at home to illustrate how convenient arrangement facilitates use and saves time and energy.

Demonstrate use of equipment to save time. Selection of correct tool may be illustrated by using a swivel bladed vegetable peeler and paring knife to peel two carrots of same size. Compare time and efficiency. Students decide upon and demonstrate other examples.

Students list house cleaning tasks that are performed rather regularly in the home and develop a systematized, orderly, and interesting work schedule for accomplishing tasks listed.

Observe classmates at various tasks and look for examples of work simplification procedures in food preparation using some of the following as bases for observation: efficient techniques, methods, utensils, products, equipment, or tools.

Illustrate efficient use of time, energy, and other resources by practices, such as:

—Using oven for several dishes
—Preparing main dishes for more than one meal
—Preparation of food for more than one meal and freezing the remainder
—Using "Planned-overs"
—Freezing desserts and casseroles for later use

Exhibit and/or prepare a variety of convenience foods. Discuss factors which influence the choice of convenience foods: time, energy, skills, family values.

Demonstrate a time saver in food preparation, table setting, dishwashing, and clean-up. Compile a list of time savers and prepare a copy for each student.

Make a collection of ideas for foods which could be prepared the day before or over the weekend that would be available for special needs, such as:

Quick meals for employed homemakers
Meal for an unexpected guest
Food to take to a neighbor or friend in case of illness or bereavement.

Carry out at least one of these ideas and evaluate.

Decide in groups on a problem in meal planning and preparation, requiring improvements in management. Collect needed information, consider alternatives, and reach decisions which are satisfactory from the standpoint of using minimum number of utensils, time available, learning involved, and meal service.

Discuss advantages and disadvantages, from the standpoint of management, of shopping once a week; buying staples once a week and perishables more often; or shopping daily.

Make up grocery list for a few days' menus, according to sequence of selection in the store, as a means of saving time when shopping for groceries.

Evaluate different items of household equipment from the standpoint of the contribution made to simplifying tasks. Survey home economics department and own family kitchen to find items seldom used. Summarize some of the factors which contribute to the fact items were not used.

Conduct a round table discussion on how families manage clothing for each season and various occasions. Make and follow plan for management of own clothing for a season.

Construct a garment in two to three weeks using as many short cuts and time-saving techniques as possible, as well as acquiring new skills.

Carry out an individual project in work simplification. Students may decide upon what they consider one of their most time-consuming and/or most laborious tasks and devise two or three ways of simplifying the task. After tryouts, report the results in class.

Share in class illustrations of principles of work simplification which may enable individuals and families to achieve goals important to them.

Identify the human resources which contribute to work simplification.

PHYSIOLOGICAL CONSIDERATIONS

(Specific Concept)

Specific Objectives

Promotes the physical welfare of family members through practicing management procedures. (Cognitive—Application)

Becomes aware of relationships between management of homemaking tasks and physical well-being. (Affective—Receiving)

GENERALIZATIONS

Efficient management practices contribute to the physical well-being of family members.

CONTENT

Physiological Considerations

Strength, energy, fatigue
Rest and relaxation
Sanitation
Emergencies—Illness, first aid

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Make a plan for a day at home for carrying out household tasks. Alternate different kinds of work—light work and heavy work; jobs that are fun; jobs that are tedious; jobs that are time consuming; and jobs that require little time. Explain how such a plan is related to physical well-being.

Categorizes tasks as strenuous or light. Perform tasks in different orders and evaluate. Evaluate the order of classes in the school day from the standpoint of fatigue.

List jobs characterized as fatiguing. Discuss reasons.

Cite examples of ways in which management may reduce fatigue and provide opportunities for relaxation.

Consider sanitation and management practices which may effect the physical health of family members. Suggest ways the health of the family may be protected.

Consider ways in which management of homemaking tasks would need to be modified when a member of the family is ill.

Project possible ways in which skills, management practices, and health precautions relate to providing care for an ill family member. Consideration may be given to:

The sick room
Providing food
Giving simple bed care
Following doctor's orders
Making bed
Sanitary practices needed for protection of other family members
Emotional stress of young children in the family

Decide on supplies needed in a home first aid cabinet. Examine the first aid supplies in the homemaking department on the basis of need. Repeat at home.

Dramatize ways in which management contributes to physical well-being of families.

Identify the human resources related to physiological considerations of management.

PSYCHOLOGICAL CONSIDERATIONS
(Specific Concept)

Specific Objectives

Recognizes potential of good management practices for contributing to psychological well-being of the homemaker and family members. (Cognitive—Knowledge)

Evaluates own philosophy of management for its probable impact on psychological well-being of family members. (Cognitive—Evaluation)

GENERALIZATIONS

Managerial considerations involving the needs, desires, and preferences of family members contribute to psychological well-being in the family.

Attitude toward homemaking tasks is a factor in increasing or decreasing satisfactions among family members.

The adjustment of standards for management to suit changing conditions and needs may enhance the psychological well-being of family members.

CONTENT

Psychological Considerations

- Satisfactions
- Mental health

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Discuss ways one's attitude toward a task may make the difference between drudgery and enjoyment with special reference to some of the common tasks of daily living.

Prepare and present skits illustrating some satisfactions that may be felt in family life that could result from organization or management, such as meals ready on time, clean clothes available when needed, orderly appearance of the house, not running short of groceries or supplies, and family members ready for meals. Discuss ways good management contributed to satisfactions.

Examine psychological relationships between fatigue and feeling of appreciation, interest, enjoyment, challenge, health, stress and strain. Student summarize positive ways to diminish fatigue and enhance the well-being of the family.

Write paragraphs using as the title, "Well-planned work procedures affect mental health." Share ideas in class on how management and mental well-being are related.

Role play family situations in which the satisfaction derived from the outcome of an arduous task overshadows the unpleasantness experienced.

Write brief statements on "Mastery of Homemaking Skills Contributes to Good Mental Health." Students exchange papers and read aloud the statement of another class member, react to the statement, and add a few of own thoughts to the points made in the statement.

Formulate through class discussion some beliefs about management. Explain some of the possible relationships of the beliefs to mental health of family members.

Consider psychological satisfactions which young children may derive from sharing responsibilities in the home.

Take advantage of opportunities in own home to express appreciation to others as a means of contributing to their satisfactions.

Identify the human resources related to psychological considerations of management.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student develops competencies which contribute to management of family resources.

Suggested Experiences	Representative Behavioral Outcomes
Students describe at least three competencies they have developed or are developing as a result of work on this unit which contribute to management of family resources.	The competencies developed would relate to the content of one or more of the following resources in management: Time Energy Abilities Attitudes Interests Health

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

YEAR III

UNIT: MANAGEMENT FOR THE YOUNG FAMILY
(10 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will propose management principles which would serve as guides to a young homemaker in managing a home efficiently.

SPECIFIC CONCEPTS

Satisfactions	HOME ECONOMICS SUBJECT MATTER
Family stability	Personal Development
Goal achievement	Family Relationships
Cooperative decisions	Management
Flexibility and adaptation	
Resourcefulness	Family Relationships
Homemaker—wage earner	Personal Development
Roles of family members	Management
Interests and resources	
Attitudes toward homemaking	
Homemaking Responsibilities	Management
Management and health	Foods
Management and children	Clothing
Management and family housing	Housing
Management and family clothing	Child Development
Management and family food	Health

SATISFACTIONS
(Specific Concept)

Specific Objectives

Examines relationships between management and harmonious family relationships in establishing a new home. (Affective—Valuing)

Values use of the decision-making process in identification of goals based on values deemed important to the family. (Affective—Valuing)

Formulates a procedure for clarification of goals which a young family might use. (Cognitive—Synthesis)

Compares cooperative decision-making and individual decision-making with respect to satisfactions derived from the decisions and the impact on family relationships. (Cognitive—Evaluation)

Perceives the interdependence of management and good family relationships. (Cognitive—Synthesis)

Recognizes that flexibility and adaptations in management are facilitated by clarification of goals and establishing priorities among goals. (Cognitive—Knowledge)

GENERALIZATIONS

Effective management is conducive to furthering harmonious relationships in the young family.

Management enhances opportunities for achieving goals important to families.

Recognition of contributions which each family member can make in managing homemaking activities will help in arriving at a satisfactory distribution of responsibilities.

Application of principles of management contributes to satisfactions in homemaking.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Satisfactions	
Family stability	List common short-term goals related to management that most young couples would like to achieve. Discuss each goal in light of relationship between management and harmonious family relationships.
	Role play situations in which the effect of management increases and decreases family satisfactions. Being on time vs. habitual tardiness Having time vs. not having time to entertain family friends or business associates Orderliness vs. disorderliness in home Having reasonable energy vs. chronic fatigue
	Compile a list of poor management practices of others which class members would find hard to endure year after year and own management practices that others might find difficult to live with. Each student select at least one management practice to improve and cite ways in which this practice may contribute to family stability.
	Cite some ways in which management may further stability in the family through use of illustrations from literature, such as, *Mama's Bank Account, Cheaper by the Dozen,* and other more recent readings, and/or TV programs.
	Cite examples which illustrate how sharing in the work of the home contributes to a feeling of "oneness," to a sense of personal worth, to regard for the interests of the entire family, and to good management.
Goal achievement	Role play management situations in which differences in goals and/or values cause conflict. Follow with a discussion of what may be possible appropriate ways of reconciling differences in order to further family stability. Identify values involved.
	Discuss, in round table, examples of how management contributes to the achievement of one's goals.

Cooperative decisions

Simulate (role play) the process a couple may follow in reaching a decision in which management is a concern:

- Agree on a goal
- Consider facts involved
- Propose ways of achieving goal
- Consider plausible alternatives
- Make tentative decision
- Act on decision
- Evaluate results in terms of satisfactions derived

In groups of two develop models for ways a couple might work together in clarifying goals. Groups share models developed and decide on an acceptable model. Secure some boys to participate in the discussion, if possible.

Find or develop case studies which illustrate effects on family relationships when decisions are made cooperatively and when made independently.

Select one specific personal or family goal to study which is related to a management problem. Talk with family members to see if they would like to cooperate in working on the goal; make plans together for activities and carry out. Evaluate the results.

Stage unrehearsed simulations of young couples facing various problems in management and working out decisions cooperatively, to the satisfaction of each.

Flexibility and adaptation

Role play situations which provide examples of "give and take," "seeing both sides," or other instances of flexibility and adaptation which relate to satisfactions in management.

Present some management problems which young families face which necessitate change. Through discussion, bring out adaptations required and how a couple might make adjustments which result in satisfaction to each member of the couple.

RESOURCEFULNESS
(Specific Concept)

Specific Objectives

Identifies ways in which resourcefulness of individuals facilitates managing the roles of homemaking and wage earning. (Cognitive—Knowledge)

Proposes modifications in standards which may be necessitated by changing situations such as employment of homemaker. (Cognitive—Synthesis)

Indicates ways to capitalize on the interests and resources of family members in management of a home. (Cognitive—Comprehension)

Perceives how use of goods and services may vary according to changing family situations. (Cognitive—Synthesis)

Examines attitudes toward homemaking in relation to ways attitudes facilitate or hamper resourceful managerial practices. (Affective—Valuing)

GENERALIZATIONS

Changing conditions necessitate reappraisal and adjustment of plans.

Resourcefulness enables individuals to accomplish managerial activities effectively and with satisfaction.

Changes in circumstances necessitate flexibility in standards.

The priorities of an individual's or family's values vary in different situations.

Sharing of homemaking responsibilities according to interests and resources of family members is related to resourcefulness in management.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Resourcefulness	
Homemaker—wage earner	Invite or interview young homemakers who are engaged in wage earning activities to discuss ways of managing the dual role of homemaker and wage earner.
	Summarize changes in family management practices which have to be made when mothers become employed.
	Simulate discussions by a couple as they determine whether or not the wife should accept employment outside the home, bringing out management adjustments to be made and satisfactions anticipated.
	Make a research study of ideas that will enable a homemaker, particularly one who is also a wage earner, to eliminate unnecessary work in the home.
Roles of family members	Consider ways in which family members may work cooperatively in order to bring about effective management in their home.
	Discuss changes occurring in roles assumed by men and women in relation to management in the family.
	Simulate the decision-making process as a couple discuss responsibility for different aspects of homemaking.
Interests and resources	Discuss ways interests of family members affect participation in homemaking activities.
	Propose ways to glamorize common daily tasks to appeal to the interests of family members.
	Interview one or more homemakers to find out problems in getting their work done. Students propose ingenious solutions for problems presented.

	Propose a scheme of rotation of homemaking activities among family members and/or young husband and employed wife in order to determine satisfactions derived from different tasks.
Attitudes toward homemaking	Discuss how one's attitude toward a task may make the difference between drudgery and enjoyment with reference to some of the common tasks of daily living. Examine resourceful ways to manage homemaking tasks so that the task is not an end in itself, but makes an essential contribution to family living. Analyze aversion to some homemaking task and make plans to try and simplify the task and change attitude toward it.

HOMEMAKING RESPONSIBILITIES

(Specific Concept)

Specific Objectives

Proposes a system of management for homemaking activities for a beginning family. (Cognitive-Synthesis)

Becomes interested in managing the total job of homemaking. (Affective-Responding)

Analyzes homemaking tasks to discover effective ways of accomplishing them. (Cognitive-Analysis)

Develops plans which facilitate management through establishing routine procedures and coordinating activities. (Cognitive-Synthesis)

GENERALIZATIONS

The demands and expectations of families present management opportunities and responsibilities.

The management process includes planning to attain goals, carrying out the plan, and evaluating achievement in relation to goals

Management decisions are predicated upon anticipated outcomes and incentives.

Management in homemaking involves relationships among the different aspects of homemaking and their effects on the family.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning-Evaluation)
Homemaking Responsibilities	
Management and health Management and illness Management and recreation	Prepare a yearly calendar for a family which would include normal types of physical check-ups that family members require. Devise a method of keeping family health records. Summarize from previous study of management the health dividends that may accrue from efficient management practices.

Examine management situations which occur when there is illness in the family. Propose ways in which a family's usual schedule may be modified without jeopardizing the family's welfare or the needs of the ill person.

Consider possible recreational and health benefits to be derived from such outdoor activities as gardening and care of the lawn.

Consider ways in which recreational activities may be interspersed in a busy schedule and their importance to health.

Weigh the demands on a family for a proposed vacation against the benefits and satisfactions which may be derived.

Management and children
  Space for children
  Care of children

Consider minimum equipment and furniture needed for a young child in the family where space is limited.

Analyze a baby's or young child's day to find out approximately the amount of time normally required to provide necessary care and attention. Plan a schedule for homemaking incorporating in it plans for care of the child. Note adjustments and concessions that need to be made.

Think through essential attentions that a child needs and how these may be provided or shared with others in the family, in order that the mother have time and energy for herself and other members of the family.

Think through and list management responsibilities involved in making arrangements for care of a child by a babysitter or in a nursery school or child care center.

Management and family housing
  House care
  Care of flowers and plants
  Yard care
  Location of home

Devise a plan for care of apartment or home for a couple, when both are working. The plan includes daily, weekly, and occasional jobs that need to be done during a period of one month.

Make a study of cleaning methods and cleaning supplies for house care. Demonstrate methods.

Develop ideas for management to reduce the amount of house care required. Ideas may be gained from observation, experiences in own home, and interviewing several experienced homemakers.

Assume responsibility for care of flowers and plants at home or at school to find out time required to keep them in good condition; care required for different flowers and plants; whether or not the satisfaction derived compensates for the attention required.

Observe yards and lawns and list, by seasons, care required to keep the grounds looking attractive. Consult with families to discover management practices required to maintain good appearance throughout the year.

List management factors young couples need to consider in deciding upon the location of a place to live.

Management and family clothing
- Clothing selection
- Construction
- Clothing care center

Set up guidelines for clothing selection with emphasis on features which require a minimum of time and effort for maintenance.

Compile a list of features in clothing that an employed homemaker needs to consider to minimize care and upkeep required. Interviews, study of labels, and advertisements are possible sources of information.

Analyze pros and cons of clothing construction from the standpoint of homemaker's time and energy, skills and abilities, satisfactions derived, and effects on interpersonal relationships in the family.

Examine time and circumstances in relation to the advisability of an employed homemaker making or altering clothing for family members.

Construct garments for self or family members. Complete in two weeks, working on it both in class and at home. Students indicate management practices which facilitated accomplishment of the task. Discuss possible adjustments in management to provide time for clothing construction.

Make plans for a sewing center which provides the basic essentials of equipment and supplies for construction, repair, and altering of garments. Consider advantages of having supplies and equipment in a designated place from the standpoint of management.

Management and family food
- Shopping and storage
- Essential equipment
- Food preparation
- Food for unexpected entertaining

Visit a grocery store or use food containers to study products which have been designed to save time and energy. Tell how they aid today's homemaker.

Outline ways in which a homemaker may save time and energy in shopping for and storing foods.

Discuss the relation of carefully planned buying and storage of food to saving time in preparing meals.

Compile a list of "Helpful Hints" on preparing for food shopping, shopping for food, and food storage that contribute to efficient management of time and energy.

Compile a list of essential equipment and appliances that a couple would need for food preparation.

Project menu plans for a young couple for a week and identify management ideas that were taken into account in the planning.

Analyze a week's menus from the standpoint of time and energy required as related to total homemaking responsibilities.

Compile a list of management practices which might aid in meal preparation such as preparing home mixes in quantity, cutting biscuits in squares instead of using round cutters, oven meals, one dish meals, freezer preparation. Demonstrate.

Individually or in groups of two, plan and serve meals for two persons. The meals are prepared, served, and evaluated from the standpoint of effective management.

Stock homemaking department with groceries for unexpected occasions. Upon short notice, students are asked to prepare a meal or a certain dish in a limited period of time.

Work on plans for entertaining which involve some of the following situations which require management and planning:

> The homemaker works full time. A couple called to say they were coming for a visit over a holiday weekend. Twenty guests have already been invited for a Saturday night cookout.

Husband calls at noon while wife is at work to say he has invited an out-of-town business associate for dinner at 6:30 p.m. Wife gets home from work at 5:00 p.m.

> Students develop a list of "on short notice" ideas for entertaining.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student proposes management principles which would serve as guides to a young homemaker in managing a home efficiently.

Suggested Experiences	Representative Behavioral Outcomes
Students propose eight to ten management principles learned in this unit which they feel would be most helpful to an individual who is establishing an independent household. Justify each proposed principle, including a management practice related to each principle.	The student will include at least eight of the following ideas in the principles proposed: —Goal setting —Carification of priorities —Cooperative decision-making —Work simplification —Sharing responsibilities according to interests and abilities —Managerial ability in relation to individual and family satisfactions —Flexibility and adaptions —Skills and abilities in management —Effective ways to accomplish homemaking tasks —Effective use of time and energy —Attitude toward homemaking —Contribution of management to satisfactions —Management of the dual role

FAMILY LIVING AREA—MANAGEMENT IN THE FAMILY

FAMILY LIVING

UNIT: MANAGEMENT IN HOMEMAKING
(10 weeks)

Unit Objective: Upon completion of this unit of instruction, the student will assume responsibility for performing tasks utilizing functional management practices.

SPECIFIC CONCEPTS	HOME ECONOMICS SUBJECT MATTER
Understanding Management	Management
Values, goals, standards	Family Relationships
Management process	
Resources	
Personal and family interaction	
Functional Work Procedures	Management
Valuing time	Foods
Reducing work	Clothing
Organizing for tasks	Housing
	Family Relationships
	Health and Safety
Managerial Resources	Family Relationships
Homemaker—wage earner	Personal Development
Roles of family members	Management
Interests and resources	
Attitudes toward homemaking	
Managerial Abilities	Management
Management and health	Foods
Management and recreation	Clothing
Management and children	Housing
Management and family housing	Child Development
Management and family clothing	Health
Management and family food	

UNDERSTANDING MANAGEMENT
(Specific Concept)

Specific Objectives

Interprets the meaning of management. (Cognitive—Comprehension)

Is aware of the relationship of values and goals to management. (Affective—Receiving)

Participates in clarifying own values and goals in relation to use of resources. (Affective—Responding)

Is aware of influence of standards on management practices. (Affective—Receiving)

Recognizes resources related to management. (Cognitive—Knowledge)

Examines ways in which management resources contribute to realization of goals. (Affective—Valuing)

Uses one or more resources in management situations in the home. (Cognitive—Application)

Appreciates the relationship between management or lack of management of personal resources and family interactions. (Affective—Receiving)

Translates values into goals. (Cognitive—Comprehension)

GENERALIZATIONS

Management is a process by which individuals and families achieve goals important to them.

Individuals differ in resources available and in priorities in use of resources.

Perception of available resources enhances the management potential of individuals.

Values serve as guides for developing goals.

Clarification of values, goals, and standards contributes to satisfactions in use of personal resources.

Recognition of standards is related to procedures which result in satisfactions in management.

The relative priorities of values of an individual or family vary in different situations.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Understanding Management	
Values, goals, standards	Formulate some ideas, individually, of the relationship between management and family living. Share and clarify ideas in discussion.
	Define values. Cite examples of management practices considered good and identify the value or values involved.
	Formulate some values related to management which are regarded as important. Rank values according to priority and analyze why the values are regarded as important.
	Use case stories or illustrations of management to show how decisions vary because of values held by different individuals.
	Role play situations in which different values pertaining to management are expressed. Examine own feelings in relation to values expressed in the role playing.
	With the use of resource materials, identify and explain the relationship between values and goals.
	Examine one or more personal goals related to management and decide on a value or values to which the goal is related.
	State goals considered important in the area of management. Categorize the goals as to those that are realistic and possible of achievement; unrealistic; short term; long term; highest priority.

Illustrate situations in which family goals and individual goals agree or disagree and show how differences may be resolved.

Define the meaning of standards as they apply to decision-making in management.

Cite examples of what would be considered high or low standards in management. Students develop a list of standards which can or should be flexible according to varying circumstances and the decisions involved.

Cite illustrations of common household tasks which point out examples of varying standards. Use illustration such as setting a table, cleaning the refrigerator, laundering, cake making, house care.

Identify a personal value, indicate a goal related to the value, and a standard which would be acceptable to the individual.

Management process

Interpret meaning of the following in terms of the management process: Planning, controlling, evaluating. Give an example of how each of these applies in a management experience or situation.

Analyze some instances of poor management and determine whether planning, controlling, or evaluating accounted for inefficiency.

Resources

Identify human resources which facilitate management, such as, health, energy, time, knowledge, abilities, skills, interests, attitudes.

List special abilities one may have which are resources for management. Indicate own resources which have been applied to management in the past twenty-four hours.

Develop own ideas as to the two or three personal resources most effective in management.

Consult with homemakers to find out the material resources they consider their most important time and work savers.

Observe and record for a given period of time as many examples as possible of the use of goods, equipment, and/or services in the home which contributed to management.

Personal and family interaction

Cite examples of cases where a management responsibility was not carried out effectively and the family problem or consequences that resulted.

Role play situations in which reactions of family members to management practices of other family members are brought out. Characterize reactions from standpoints of appreciation, criticizing, noticing, ignoring, making constructive suggestions.

Cite instances in which conflict in a family may develop when a family member performs a task with intention to help the family, but, in doing so, does not act in accordance with standards of another family member. List important questions one should ask himself when learning to make decisions in order to avoid family conflicts.

Summarize some of the ways in which management understandings may contribute to harmonious family living.

FUNCTIONAL WORK PROCEDURES

(Specific Concept)

Specific Objectives

Feels a need for developing functional work procedures in performing homemaking tasks. (Affective—Valuing)

Uses simplification practices in performance of homemaking tasks to save time and energy. (Cognitive—Application)

Devises a creative way to perform a homemaking task. (Cognitive—Analysis)

Understands relationships between skillful performance of homemaking tasks and managerial ability. (Cognitive—Comprehension)

Performs homemaking tasks with increasing proficiency. (Affective—Responding)

GENERALIZATIONS

Decisions for easier homemaking result from critical analysis of tasks, of ways of accomplishing tasks, and of goals important to individuals and families.

Time and energy, which are limited resources, may be extended through simplication of work procedures.

Functional work procedures contribute to accomplishing homemaking tasks with ease, efficiency, and satisfaction.

Management involves ability to perform homemaking tasks efficiently.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Functional Work Procedures	
Valuing time	Examine estimates of the financial worth of a homemaker's time as the manager of homemaking tasks.
	Estimate, on the basis of the minimum wage scale, the worth of the time students spend in homemaking tasks. Cite some implications for a study of management.

Place a dollar value on the time students have available after school hours and assess evidences of good or poor dividends on investment of time.

Ilustrate how self-discipline facilitates effective use of time.

Reducing work

In groups, research ways to reduce work in various aspects of homemaking:
cleaning
dishwashing
table setting
meal planning
grocery shopping
clothing care
Each group report to class and demonstrate one or more ways to reduce work for the task selected.

Interview and observe homemakers and other resource people to discover as many ways as possible to eliminate tasks and at the same time maintain a desirable standard of homemaking in meal preparation, care of home, care of clothing, table service. Procedures observed may include efficient techniques, methods, products, equipment, or tools.

Discuss the contribution of convenience foods in meal preparation. Students list convenience foods they or their mother used within the last twenty-four hour period and ways use of them contributed to management.

Demonstrate use of equipment to save time. Selection of correct tool may be illustrated by using a swivel bladed vegetable peeler and paring knife to peel two carrots of the same size. Compare time and efficiency. Students decide upon and demonstrate other examples.

Organizing for tasks

Investigate ways in which the following contribute to orderly procedures in accomplishing tasks:
A plan
Location and storage of tools and equipment
Duplicates of certain equipment and supplies
Dovetailing tasks

Using a list of household tasks, plan a systemized, orderly, and interesting daily work schedule.

Carry out an individual project in work simplification. Students may decide upon what they consider one of their most time consuming and/or most laborious tasks and devise two or three ways of simplifying the task.

MANAGERIAL RESOURCES

(Specific Concept)

Specific Objectives

Identifies ways in which resourcefulness of individuals facilitates managing the roles of homemaking and wage earning. (Cognitive—Knowledge)

Proposes modifications in homemaking responsibilities which may be necessitated by changing family situations. (Knowledge—Synthesis)

Indicates ways to capitalize on the interests, attitudes, and resources of family members in management of a home. (Cognitive—Comprehension)

Examines attitudes toward homemaking in relation to how attitudes facilitate or hamper managerial practices. (Affective—Valuing)

Recognizes the potential of good management practices for contributing to favorable attitudes toward homemaking responsibilities. (Cognitive—Knowledge)

GENERALIZATIONS

Management is the mental work that puts the machinery of homemaking into action and keeps it going.

Knowledge of all aspects of a task contributes to good management.

Resourcefulness enables individuals to perceive alternate ways to accomplish managerial activities effectively and with satisfaction.

Changes in circumstances necessitate flexibility in managing homemaking responsibilities.

Attitudes toward homemaking tasks are factors in increasing or decreasing satisfactions in homemaking.

Management practices contribute to satisfactions in homemaking.

CONTENT	SOME SUGGESTED EXPERIENCES (Learning—Evaluation)
Managerial Resources	
Homemaker—wage earner	Invite or interview young homemakers who are employed outside the home to find out management practices used in carrying on the work of the home. List changes in family management practices which have to be made when mothers become employed; when mothers cease employment. Simulate discussions by a couple as they determine whether, or not, the wife should accept employment outside the home, bringing out management adjustments to be made and satisfactions anticipated. Research some ideas that will enable a homemaker, particularly one who is also a wage earner, to eliminate unnecessary work. Demonstrate "meals in minutes" for the modern homemaker with a dual role.

Roles of family members	Discuss ways in which family members work cooperatively to manage the home effectively. Discuss changes occurring in roles assumed by men and women in relation to management in the family. Simulate the decision-making process as a couple discusses who should take major responsibility for different aspects of homemaking.
Interests and resources	Discuss ways interests and attitudes of family members affect the use of available resources. Propose ways to glamorize common daily tasks to appeal to the interests of family members. Interview one or more homemakers to find out their biggest problems in getting their work done. Students propose ingenious solutions for problems presented. Propose a scheme of rotation of homemaking activities among young husband and employed wife in order to determine which gains more satisfaction from the different tasks. Try out at least one previously untried resource for accomplishing a dreaded task. Report or demonstrate to class the effectiveness of the new approach.
Attitudes toward homemaking Satisfactions Mental health	Consider for class discussion some of the frictions that may occur in family life that could result from lack of organization or poor management, such as not being ready on time, clean clothes not available when needed, disorderly appearance of the house, running out of groceries or supplies, and family members not ready for meals. Show how good management may reduce these frictions and contribute to positive attitudes toward homemaking. Discuss attitude as a resource which may have a positive or negative influence in management. Discuss ways wanting to do something helps a person to do it. Contrast the influence of "disliking the job" on the accomplishments of the person. Consider psychological relationships between feelings and fatigue, such as appreciation, interest, enjoyment, challenge, state of health, strain, stress, and the like. Conduct a round table discussion based on the relationship between interpersonal relationships among family members and how the work of the home is accomplished. Examine resourceful ways to manage homemaking tasks so that the task is not an end in itself, but makes an essential contribution to satisfactions in family living.

Role play family situations in which the satisfaction derived from the outcome of an arduous task overshadows the work involved.

Write brief statements on "Homemaking Skills Can Contribute to Good Mental Health." Each student read aloud the statement of another class member and react to the statement.

Analyze aversion to some homemaking tasks and make plans to try to simplify the task and change attitudes toward it.

Summarize ideas as to how management and mental well-being are related.

MANAGERIAL ABILITIES

(Specific Concept)

Specific Objectives

Becomes aware of incentives which motivate efficient performance in management. (Affective—Receiving)

Develops plans which facilitate management through establishing routine procedures and coordinating activities. (Cognitive—Synthesis)

Analyzes homemaking tasks to discover effective ways of accomplishing them. (Cognitive—Analysis)

Proposes a system of management of homemaking activities for a beginning family. (Cognitive—Synthesis)

Becomes interested in managing the total job for homemaking. (Affective—Responding)

Relates safety practices in the home to management. (Affective—Organization)

GENERALIZATIONS

The demands and expectations of families present management opportunities and responsibilities.

The management process includes planning to attain goals, carrying out the plan, and evaluating achievement in relation to goals.

Management decisions are predicated upon anticipated outcomes and incentives.

Management in homemaking involves relationships among the different aspects of homemaking and their effects on the family.

Changing conditions necessitate reappraisal and adjustment of plans.

CONTENT

Managerial Abilities

Management and health

SOME SUGGESTED EXPERIENCES
(Learning—Evaluation)

Prepare a yearly calendar for a family which would include normal types of physical check-ups that family members require.

Devise a method for keeping family health records.

Examine management situations which occur when there is illness in the family both of short- and long-term duration. Propose ways in which a family's usual schedule may be modified without jeopardizing the family's welfare and at the same time attending to the needs of the ill person.

Make a plan for minimum equipment and supplies needed for home treatment of simple maladies.

Discuss some practices in management in homes which are carried on to protect the health of family members, such as heat, ventilation, provision of safe water, disposal of garbage, and other sanitation practices.

Demonstrate ways to accomplish homemaking tasks involving reaching, lifting, and stooping to minimize strain or physical injury.

Management and recreation

Consider the importance to the individual of interspersing recreational activities with work and managing so there is time for both short and longer periods of time for recreation.

Role play some situations in which a family member says he cannot engage in some individual or family outing. Show how management may provide time for the leisure activity.

Discuss the management aspects of planning for a family vacation of a week or more. From the standpoint of management, consider the pros and cons of a vacation at home.

Weigh the demands exacted of a family for a proposed vacation away from home against the benefits which may be derived from it.

Plan individual projects in management of own time to allow time for leisure.

Management and children
- Routine attention
- Special attention
- Space for children
- Care of child outside home

Analyze a baby's or young child's day to find out approximately the amount of time normally required to provide necessary care and attention. Plan a schedule for homemaking incorporating in it plans for care of the child.

Think through other essential attentions that a child needs and how these may be provided for or shared with others in the family in order that the mother may have time and energy for her own personal needs.

Devise simple case situations to show how management practices in a family could help the young child further or hinder his development.

Management and family housing
- House care
- Cleaning equipment and supplies
- Storage
- Safety
- Household repairs

Consider space needs of a child and how they may be met in a home, mobile home, or apartment where space is limited. Consideration may need to be given to rearranging or moving furniture to another room to provide space for the child's needs.

Think through and list aspects of management responsibilities involved when making arrangements for care of a child outside of the home.

Participate in round table discussion of the cleaning jobs in the home which are affected by management procedures.

Study and practice efficient procedures in performing tasks in the care of the home.

Make a plan for daily and less frequent care of the home economics department.

Make a comparative study of cleaning methods and cleaning supplies to determine those most efficient for achieving good results with a minimum expenditure of time and effort.

Set up a plan for caring for a room at home using efficient methods, supplies, and equipment. Report to class progress made in reducing time required and increased efficiency achieved.

Devise a plan for care of apartment or home for a couple who are both working. The plan includes daily, weekly, and occasional jobs that need to be done during a period of one month.

Propose ideas for convenient storage of cleaning equipment and supplies. Try out ideas at home and in home economics department.

Investigate and demonstrate ways in which well-planned and orderly closets and dresser drawers contribute to efficiency and satisfaction.

Conduct a survey to find out all the accidents that have occurred in own home and homes of at least two other families. Discuss ways in which management practices may reduce incidence of accidents in the home. Students develop a safety code to share with own family and families surveyed.

Select individual projects to eliminate accidents in own home. Report relationship to management.

Practice making simple household repairs such as resetting a circuit breaker, using plunger in sluggish drain, making dresser drawer pulls secure, replacing a blown fuse.

Management and family clothing
  Construction
  Care
  Laundering

Set up guidelines for selection of fabric and pattern from the standpoint of difficulty and time required for making.

Work out a plan for the completion of the garment in a designated period of time.

Construct simple garments with emphasis on techniques that conserve time and energy and on becoming independent in use of the guide sheet and operation of the sewing machine. As construction progresses students keep a record of time and energy-saving practices used.

Calculate how much it cost in time used to make the garment.

Examine time and circumstances in relation to when it may be advisable or inadvisable for an employed homemaker to make or alter clothing for family members.

Make plans for a sewing area which provides the basic equipment and supplies for construction, repair, and alteration of garments. Consider advantages of having supplies and equipment in a designated place from the standpoint of management.

Demonstrate simple repairs and alterations to clothing, including hemming a garment; sewing on hooks, snaps, and buttons; sewing ripped seams; and other common repairs to clothing.

Bring to class articles of clothing on which a simple repair or alteration is needed. Each student learns procedure needed on his item of clothing, makes article usable, and demonstrates procedure.

Find illustrations of aids which may contribute to management in care of one's clothing, including hanging, pressing, brushing, polishing. Evaluate contributions which may be expected from each aid and opportunities to improvise. Each student plan for an improvement in own clothing management practices.

Observe teacher demonstration which takes a typical family laundry from the hamper to the line or dryer. Included are a pair of "good" hose, a sweater, a drip-dry dress, and so on. A form could be used by each student on which the steps in laundering are given. On the left side of the form, the students could list some points for efficient management; on the right, some outcomes of poor management.

Find out when and how to use bleaches, fabric softeners, detergents, and soaps in laundering.

Management and family food
  Shopping and storage
  Essential equipment
  Food preparation
  Food for unexpected entertaining

Consider ways to eliminate or minimize work in laundering by:
  Removing items from dryer immediately and folding or hanging
  Hanging and folding sheets and towels to minimize wrinkles

Demonstrate correct methods and practices in washing, pressing, ironing, folding, or hanging commonly laundered items.

Select and carry out an individual project in some aspect of laundering.

Clarify ways in which skills and abilities affect efficiency in clothing management.

Talk about factors that motivate students either to assume or not to assume responsibilities relative to food.

Study food advertisements for products which save time and energy in meal preparation.

Outline ways in which a homemaker may save time and energy in shopping for and storing foods.

Stock homemaking department with groceries for unexpected occasions.

Compile a list of "Helpful Hints" on preparing a grocery list, shopping for food, and food storage that contribute to efficient management of time and energy.

Observe demonstrations on the use and care of large and small items of kitchen equipment. Show how use and care of equipment are related to time and energy management.

Find out about and practice caring for equipment and surfaces in the kitchen, including cleaning range and refrigerator, dishwashing by hand and dishwasher, and keeping utensils shining for appearance and best cooking results.

Examine work centers in kitchen using the principle of locating equipment and utensils where they are used first. Teacher may ask groups to justify verbally the placement of items.

Study small equipment and electrical appliances in the homemaking department and at home. Based on the study, compile a list of essential equipment and appliances that a couple would need to begin homemaking.

Analyze meal plans found in magazines from the standpoint of time, energy, and skills required in preparation, and evaluate the meal plans from the standpoint of principles of good management.

Project menu plans for a young couple for a week and point out evidences of good management in the plans.

Demonstrate in class preparation of foods which involve essential techniques of measuring, mixing, cooking.

Study and prepare foods, identifying principles involved in preparation of:

- Salads
- Fruits
- Vegetables
- Custard
- White sauce or gravy
- Puddings
- Cheese and egg dishes
- Meats
- Breads

Prepare several individual foods and continue the preparation until a level of proficiency has been reached. Both in class and out of class preparation would be encouraged.

Individually or in groups of two, plan, prepare, serve, and evaluate meals for a couple with emphasis on effective management.

Develop schedules for meal preparation and try them out in class and at home until students have developed a system that works most efficiently for them.

Plan some interesting and nourishing meals which could be served at home on an evening when all family members must leave home at 6:45 p.m. Include preparation, sharing of responsibilities, ease and speed on serving, cleaning up the kitchen and the dishes. (Can dishes sometimes be rinsed, stacked, and left to be washed later?)

Plan for unexpected entertaining or meals which require special management practices.

Compile a list of management ideas which could aid in meal preparation.

UNIT EVALUATION

Evaluation of progress toward reaching the unit objective: The student assumes responsibility for performing homemaking tasks utilizing functional management practices.

Suggested Experiences	Representative Behavioral Outcomes
Students assume full responsibility for being in complete charge of an aspect of homemaking for a full week with emphasis on functional management practices. Aspects of homemaking such as the following may be selected: —care and cleaning of the home —care and repair of family clothing —family meals —menu planning, grocery shopping, and grocery storage A summary of the week's experience should indicate at least six management practices which contributed to performance of the task selected.	The summary would include at least six of the following: Values and goals considered important Effective use of personal resources Attitude toward homemaking Use of time and labor-saving equipment and/or methods Ways to reduce work Cooperative planning Use of interests and resources of family members Plans and/or schedule for accomplishment of tasks Organization of and/or relocation of tools and equipment for convenience